

University of San Diego

Digital USD

Dissertations

Theses and Dissertations

2005-04-18

Linking Succession Planning to Employee Training: A Study of Federal Employees

Douglas E. Fenner EdD
University of San Diego

Follow this and additional works at: <https://digital.sandiego.edu/dissertations>



Part of the [Leadership Studies Commons](#)

Digital USD Citation

Fenner, Douglas E. EdD, "Linking Succession Planning to Employee Training: A Study of Federal Employees" (2005). *Dissertations*. 742.

<https://digital.sandiego.edu/dissertations/742>

This Dissertation: Open Access is brought to you for free and open access by the Theses and Dissertations at Digital USD. It has been accepted for inclusion in Dissertations by an authorized administrator of Digital USD. For more information, please contact digital@sandiego.edu.

**LINKING SUCCESSION PLANNING TO EMPLOYEE TRAINING:
A STUDY OF FEDERAL EMPLOYEES**

DOUGLAS E. FENNER

A dissertation submitted in partial fulfillment
of the requirements for the degree

Doctor of Education
University of San Diego

April 18, 2005

Dissertation Committee

Johanna S. Hunsaker, Ph.D., Chair
Daniel M. Miller, Ph.D., Member
Susan M. Zgliczynski, Ph.D., Member

© Copyright by Douglas E. Fenner, 2005
All Rights Reserved

ABSTRACT

The purpose of this study was to examine whether differences emerged in federal male and female middle managers and supervisors' perceptions concerning organizational career development culture, succession planning components used for linking employee-training activities, reasons for succession planning and barriers impacting succession planning within their organization.

Quantitative methodology supported this research study. A test-retest of the eighty-two-statement survey instrument was conducted for reliability among 40 participants (20 male and 20 female). The survey was then administered to 300 federal middle managers and supervisors (150 male and 150 female). Participants' grade level ranged from general schedule (GS) GS-12 to GS-15. Of the 300 surveys, 152 (51 percent) were returned. Grade level and gender were used as independent variables. The survey statements were identified as dependent variables. One and two-way ANOVA's were used to test the twelve hypotheses.

The study revealed four categories that referenced gender differences in perceptions concerning the need to promote organizational career development culture: (a) communication; (b) morale; (c) career development; and (d) coaching and mentoring. Seventy-one percent of female participants at the GS-13 and GS-14 grade level responded with negative perceptions concerning these four categories. The theme that generated the most significant difference in support by both management level and gender was job rotational assignments.

The themes of increased job opportunities, changing workload demands, database automation, identifying organizational short and long-term goals, and monitoring individual development plans were identified as participants' primary reasons for succession planning. Additionally, findings suggest that: (a) overburden of work; (b) managers placed in key positions without the necessary qualifications; (d) insufficient support from senior executives; and (c) senior executives' quick fix attitude were recognized as barriers impacting succession planning. Overall, 55 percent of the survey statements produced significant differences ($\alpha = .05$).

The findings resulted in four primary recommendations: (a) a need for additional research; (b) establishment of organizational career development culture; (c) implementation of a coaching and mentoring program; and (d) implementation of a succession-planning program. Both a coaching and mentoring model and a succession-planning model are included in this study.

ACKNOWLEDGEMENTS

For those precious people who guided me through the many challenges in my educational career hold a very special place in my heart. They earned the deepest gratitude that these words can only acknowledge.

To my dissertation committee members, Dr. Johanna S. Hunsaker, Dr. Susan M. Zgliczynski and Dr. Daniel M. Miller: Your unfailing support and guidance, your patience and willingness to listen, your mentoring and coaching created a perfect climate for learning, trust and care. To my dissertation chair, Dr. Hunsaker, only four words can describe my appreciation—Thanks for the opportunity!

To the federal employees who supported my dissertation research, I praise all of you for my success. Without your support, my dissertation research would not have been successful. Thanks!

To Bernie Davis and Garland “Pete” Copeland for your wisdom and friendship over the years: You have made our friendship prolific and inspirational. Thanks!

To the Professors at the University of San Diego and in particular Dr. Mary Scherr and Dr. Terri Monroe, who filled my inner soul with encouragement and hope. Thanks!

To the administrative staff at the School of Education, thanks for all the support: Beth Yemma keep up the great work!

To my wife Jacqueline, my two children, Andrea and Brandon for your continual support throughout my academic years: You are the backbone to my success. Again, Thanks and much Love!

More importantly, I would like to give an enormous amount of gratitude to my mother, Gertrude Fenner, who encouraged me to work hard, remain focus and to stay spiritually connected. Thanks!

Thank you all, for your warmth, sensitivity and intellectual guidance.

TABLE OF CONTENTS

IRB CLEARANCE.....	iv
ABSTRACT.....	v
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xiv
LIST OF FIGURES.....	xix
CHAPTER	
1. THE PURPOSE.....	1
Problem Statement.....	2
Background to the Study.....	4
Purpose of the Study.....	5
Research Questions.....	6
Section One: Organizational Career Development	
Culture.....	7
Section Two: Succession Planning Components Used	
for Linking Training Activities.....	7
Section Three: Reasons for Succession Planning.....	7
Section Four: Barriers Impacting Succession Planning.....	8
Statement of Hypotheses.....	8
Section One Hypotheses.....	8
Section Two Hypotheses.....	9
Section Three Hypotheses.....	9

CHAPTER

	Section Four Hypotheses	10
	Significance of the Study	10
	Definition of Terms	11
	Assumptions of the Study	13
	Limitations of the Study	15
	Theoretical Assumptions/Conceptual Framework	16
	Outline of the Dissertation.....	17
2.	REVIEW OF THE LITERATURE	20
	Historical Perspective of Succession Planning.....	21
	Gender Perception	24
	Reasons for Succession Planning	265
	Pitfalls and Succession Planning	29
	Training and Succession Planning.....	30
	Education and Succession Training.....	31
	Career Development and Succession Planning	32
	Barriers Impacting Succession Planning	34
	Summary.....	35
3.	RESEARCH DESIGN AND METHODOLOGY	38
	Survey Instrumentation	39
	Research Design	40
	Categorical Variables	41
	Dependent Variables.....	42

CHAPTER

Measurement Process	42
Survey Instrument Part One.....	43
Survey Instrument Part Two	43
Survey Implementation	44
Survey Response Expectations.....	44
Population.....	45
Selection of Subjects and Sample	45
Protection of Subjects	46
Pilot Test.....	47
Participants' Comments	48
Content Validity.....	49
Data Analysis.....	50
Risk Assessment.....	53
Ethical Considerations.....	54
Methodological Assumptions of the Study	54
Summary.....	55
4. PRESENTATION, DISCUSSION AND INTERPRETATION OF THE FINDINGS	57
Section One: Organizational Career Development	
Culture.....	58
Interpretation and Discussion of the Results of the Dependent Variables.....	59

CHAPTER

**Section One: Comparative Statistical Analyses of the
Data, Interpretation and Discussion of the Results
for the Dependent Variables 66**

**Section One: Analyses and Discussion of Primary
Hypotheses Numbers 1a – 1c..... 71**

Section One Summary 86

**Section Two: Descriptive Statistical Summaries
Interpretation and Discussion of the Results of the
Dependent Variables 87**

**Section Three: Descriptive Statistical Summaries
Interpretation and Discussion of the Results of the
Dependent Variables..... 100**

**Section Three: Analyses and Discussion of Primary
Hypotheses Numbers 3a – 3c..... 107**

**Section Four: Comparative Statistical Analyses of the
Data, Interpretation and Discussion of the Results
for the Dependent Variables 123**

**Section Four: Descriptive Statistical Summaries,
Interpretation and Discussion of the Results of the
Dependent Variables 123**

**Section Four: Analyses and Discussion of Primary
Hypotheses Numbers 4a – 4c..... 129**

CHAPTER

5.	SUMMARY, CONCLUSION AND RECOMMENDATIONS	139
	Findings of the study	141
	Conclusions	149
	Recommendations	150
	List of References	162
Appendix		
A.	Letter of support from the United States Marine Corps Communications and Information Systems Department	170
B.	Letter to SPDS Survey Participants	172
C.	Consent to Act as a Research Subject.....	171
D.	Succession Planning and Development Survey Instrument (SPDS)	1774

LIST OF TABLES

Table 1. Test-retest correlation chart	49
Table 2. Percentage of returned surveys by gender and grade-level	51
Table 3. Demographic breakdown by management level and by gender	59
Table 4. Section-One survey statements identified by category	60
Table 5. Score and percentage by management level and by gender	63
Table 6. Section one: Survey statements that resulted in significant differences by either management level or gender ($p < .05$)	64
Table 7. Total mean scores by management level and by gender	68
Table 8. Female and male support of career development culture	69
Table 9. Section 1 ANOVA testing of total scores for support by management level and by gender	71
Table 10. Comparison of level of support by management level for statement S2	72
Table 11. Comparison of level of support by management level for statement S3	73
Table 12. Comparison of level of support by management level for statement S5	73
Table 13. Comparison of level of support by management level for statement S10	74
Table 14. Comparison of level of support by gender for statement S10	75
Table 15. Comparison of level of support by gender for statement S3	76
Table 16. Comparison of level of support by gender for statement S5	76

Table 17. Comparison of level of support by gender for statement S7	77
Table 18. Comparison of level of support by gender for statement S8	78
Table 19. Comparison of level of support by gender for statement S10	78
Table 20. Comparison of level of support by gender for statement S11	79
Table 21. Comparison of level of support by gender for statement S12	79
Table 22. Comparison of level of support by gender for statement S15	80
Table 23. Comparison of level of support by gender for statement S16	80
Table 24. Comparison of level of support by gender for statement S17	81
Table 25. Comparison of level of support by gender for statement S20	82
Table 26. Comparison of level of support by gender for statement S21	82
Table 27. Computed χ^2 scores for variable management level	85
Table 28. Computed χ^2 scores for variable gender.....	86
Table 29. Section two total mean scores and standard deviations.....	89
Table 30. High, neutral and low scores and percentages by management level.....	90
Table 31. Respondents' top-ten components to be used for linking training activities	91
Table 32. Comparison of level of support by management level for statement S9.....	92
Table 33. Comparison of level of support by management level for statement S13	93
Table 34. Comparison of level of support by gender for statement S1	94
Table 35. Comparison of level of support by gender for statement S6	94

Table 36. Comparison of level of support by gender for statement S8	95
Table 37. Comparison of level of support by gender for statement S12	95
Table 38. Comparison of level of support by gender for statement S16	96
Table 39. Comparison of level of support by gender for statement S17	97
Table 40. Computed χ^2 scores for variable management level	99
Table 41. Computed χ^2 scores for variable gender.....	100
Table 42. Section 3 ANOVA testing of total scores for level of support by management level and by gender.....	102
Table 43. Total mean scores and Std. Dev. by management level and by gender.....	103
Table 44. Total high, neutral and low scores by management level.....	105
Table 45. Probability statements with significance relative to the primary hypotheses ($p < .05$).....	106
Table 46. Comparison for level of support by management level for statement S3	109
Table 47. Comparison for level of support by management level for statement S5	109
Table 48. Comparison for level of support by management level for statement S6.....	110
Table 49. Comparison for level of support by management level for statement S10.....	110
Table 50. Comparison for level of support by management level for statement S13	111

Table 51. Comparison for level of support by management level for statement S15	112
Table 52. Comparison for level of support by management level for statement S23	112
Table 53. Comparison for level of support by management level for statement S25	113
Table 54. Comparison for level of support by management level for statement S27	114
Table 55. Comparison for level of support by management level for statement S28	115
Table 56. Comparison for level of support by gender for statement S5	116
Table 57. Comparison for level of support by gender for statement S21	116
Table 58. Comparison for level of support by gender for statement S25	117
Table 59. Comparison for level of support by gender for statement S28	117
Table 60. Section 3 computed χ^2 for Variable Management Level.....	120
Table 61. Section 3 computed χ^2 for Variable Gender.....	121
Table 62. Section 4 ANOVA testing of total scores for support by management level and by gender.....	125
Table 63. Respondents' Top-ten Barriers Impacting Succession Planning.....	126
Table 64. Total high, neutral and low scores for support by management level.....	127
Table 65. Section Four total scores for support by management level and by gender.....	128

Table 66. Comparison for level of support by management level for statement S3	130
Table 67. Comparison for level of support by management level for statement S7	131
Table 68. Comparison for level of support by management level for statement S10	131
Table 69. Comparison for level of support by management level for statement S12	132
Table 70. Comparison for level of support by management level for statement S14	133
Table 71. Comparison for level of support by gender for statement S3	133
Table 72. Comparison for level of support by gender for statement S7	134
Table 73. Comparison for level of support by gender for statement S13	134
Table 74. Section 4 computed χ^2 scores for variable management level	136
Table 75. Section 4 computed χ^2 scores for variable gender	137
Table 76. In-house coaching and mentoring instructions	159

LIST OF FIGURES

Figure 1. Section one total mean scores for support by management level and by gender.....	68
Figure 2. Section two: Total mean scores by management level and by gender.....	89
Figure 3. Bar chart for total mean scores by management level and by gender.....	104
Figure 4. Total mean scores by level of management and by gender.....	129
Figure 5. In-house coaching and mentoring model	155
Figure 6. Succession Planning Model for Inclusive Leadership Development.....	158

Chapter 1

THE PURPOSE

A recent report in a government magazine indicated that approximately 54 percent of all federal employees who joined the federal workforce in the 1960s and 1970s would become retirement eligible by year 2005 (O'Hara, 2000). Employees who retire would depart with a wealth of knowledge and experience, leaving federal agencies scrambling to find potential leaders who are well trained, educated and developed to fill these job vacancies (Voinovich, 2000).

Many federal agencies have ignored this warning and are relying on the assessment tools and laws dating back to the late 1950s to identify their future leaders. These assessment tools and laws have become questionable among federal middle managers and supervisors as to whether they yield the best candidate for the job (Ballard, 2002). Additionally, the assessment tools and laws do not provide middle managers and supervisors with solutions for ensuring employee-training activities are linked to their organization's business and succession needs. Most federal agencies therefore continue to renounce the need to plan for succession (Ballard, 2002). Ignoring the need to plan for succession, the task of identifying and developing the next generation of leaders would be difficult (Rothwell 1994; Carey and Ogden, 2000). This study will provide federal middle managers and supervisors with information and ideas as to how they can best link employee-training activities to their organization's succession plans and will serve as a

guide for maximizing federal agencies the ability to ensure that they have a pool of qualified employees to fill current and future job vacancies.

Several factors, linked by previous research to successful employee training programs are examined by this study. A four-part survey containing statements associated with the identified factors was distributed to three hundred federal middle managers and supervisors to examine their perceptions of career development culture and succession planning in their organizations. This study will analyze that survey's results.

Problem Statement

Researchers have noted that successful succession planning involves linking employee training, education and career development to organizational succession needs which, in turn, significantly influences an organization's ability to have a consortium of qualified employees available to fill vacant positions (Wolfe, 1994; Michaels, Handfield-Jones and Axelrod, 2001). Private corporations such as Imasco, Texas Instruments, General Electric, IBM, WellPoint, Motorola and others have been successful in assuring that their employee training activities are linked to their organization's succession plans (Carey and Ogden, 2000; Rothwell, 2001; Kiger, 2002). This is not the case, however, in the Federal Government (Voinovich, 2000). Since the late 1950s, the Federal Government has implemented several assessment tools and laws focusing on employee training, education and career development in an attempt to develop federal employees for career advancement. The Merit Promotion System (MPS) was one of the first assessment tools established. The MPS was designed to provide greater uniformity in the succession process by promoting federal employees based upon their knowledge, skills

and abilities. Since this time, the system has become questionable among middle managers and supervisors as to whether it yields the best candidate for the job (Ballard, 2002). Additionally, the merit promotion process took too long, costs too much to operate (about \$238 million yearly), and in some circumstances, added little or no value with regard to achieving organizational succession needs (Ballard, 2002).

The Individual Development Plan (IDP) is another assessment tool used by the Federal Government, which managers and supervisors relied on for managing employee training, education and career development activities. Because the IDP is designed around employees' personal training requirements, employees are allowed to complete their IDP form and process it for approval via their supervisor with little or no assurance that their training courses support the organization's current and future business and succession needs (Knowdell, 1996). Meanwhile, employees are left alone to identify their own training and career development requirements, leaving many employees with cynicism about how to best accomplish their current and future career development goals (Carey and Ogden, 2000; Rothwell, 1994, Knowdell, 1996; Rothwell and Kazanas, 1999).

The Federal Government initiated several laws focusing on employee training, education and career development in an effort to reduce the gap in core competencies among federal workers. The Government Employee Training Act of 1958 focused on improving employee performance and core competencies. Subsequently, Executive Order 11478 of 1969 and the Equal Employment Opportunity Act (EEOA) of 1972 required federal agencies to provide opportunities for federal employees to gain training, education and career development to enhance their core competencies and career

advancement. Executive Order 13111 of January 1999 focused on improving federal employee training, education and development via technology (Voinovich, 2000).

The problem associated with these assessment tools and training laws is that they do not provide federal middle managers and supervisors with solutions and tools required for ensuring that employee training, education and career development are linked to their agency's business and succession needs. The failure of middle managers and supervisors to realize the importance of linking federal employee training activities to a succession plan has resulted in federal employees fulfilling their personal training desires, — not necessarily the training needs that are required to support their organization's current and future business needs (Rothwell, 1994; Slavenski and Buckner, 1988; Wolfe, 1996).

Background to the Study

The literature on organizational succession planning has drawn upon insights and theoretical models from disciplines such as training, education and career development in an effort to understand the benefits of implementing succession plans. The literature stressed the importance of organizations first developing a career development culture that would aid in the succession planning process (Simonsen, 1997; Rothwell, 2001; Cox, 2001). Research efforts on succession planning and the importance of linking the plan to employee training, education and career development have been explored, for the most part, in the private sector workforce. Research of this nature has been limited as it relates to the Federal Government workforce. An exhaustive review of the literature has revealed little work that explores whether or not federal middle managers and supervisors are ensuring that employee training activities are linked to organizational succession

planning; the implications as to the need for establishing a career development culture; the reasons for succession planning; components used for linking employee-training activities, or barriers impacting succession planning. To address these practical concerns facing the Federal Government, this study seeks to respond to the perceived gaps in the literature.

Purpose of the Study

The purpose of this study was fourfold: (1) to examine whether differences emerged in male and female middle managers and supervisors' perceptions with respect to the need to promote a career development culture; (2) to examine their perceptions concerning components used to link employee training, education and career development activities to organizational succession plans; (3) to examine their perceptions as to the reasons for systematic succession planning; and (4) to examine their perceptions as to the barriers impacting succession planning.

As the results of this research, additional factors may become obvious. Factors found throughout the literature on succession planning include such variables as workforce diversity, education level, ethnicity, age, organization-type and employee length of employment. Indicators of other federal agencies' success and how agencies are planning for succession may also be revealed.

An assumption of this study was that most federal middle managers and supervisors continue to rely on their existing assessment tools (MPS or IDP) and training laws for developing their next generation of leaders. A comparative assessment between male and female middle managers and supervisors' perceptions led to the idea as to how

they can best link employee training, education and career development to their organization's business and succession needs.

The results of this study can contribute to the knowledge base of how federal middle managers and supervisors can foster a development culture and succession-planning environment in their organization. Because the literature is sparse in these areas as it pertains to career development culture and succession planning in the Federal Government, the government as a whole can derive benefit from this type of research as it envisions ways federal agencies can best link employee-training activities to their organization's business and succession needs.

Research Questions

The following twelve research questions originated from the statement of purpose of this research and were tailored to the tools federal middle managers and supervisors use for linking employee training, education and career development to succession planning. The research questions allowed for determination of the factors important to the participants in this research study. Quantitative research methodology was used to analyze the research question responses. A Succession Planning and Development Survey (SPDS) instrument was administered to 300 middle managers and supervisors (150 females and 150 males) within the Department of the Navy (DON). The SPDS instrument originated from two survey instruments that were previously validated.

The overarching research question of this study was, "What components of a succession-planning program could be implemented to ensure that non-supervisory federal employee training, education and career development activities are linked to the

organization's business and succession?" This research question led to twelve subsequent questions and twelve hypotheses. The research questions enabled the researcher to determine the factors important to the participants of the succession planning survey as well as those factors that are embedded in organizational career development culture. The research statements were divided into the following four sections:

Section One: Organizational Career Development Culture

1a. How is organizational support for promoting a career development culture perceived by managers and supervisors?

1b. Are there differences in perceptions of organizational support by management level and by gender for promoting a career development culture?

1c. Are there gender differences in perceptions of the specific activities supported?

Section Two: Succession Planning Components Used for Linking Training Activities

2a. How is the link between succession planning and training activities perceived by management level and by gender?

2b. Are there differences in perceptions of use of training activities by level of management and gender?

2c. Are there gender differences in the perceptions of the specific linking training activities being supported?

Section Three: Reasons for Succession Planning

3a. How is succession planning perceived to be utilized in the organization by managers and supervisors?

3b. Are there differences in perceptions of the amount of use of succession planning by management level and by gender?

3c. Are there differences in perception of the actual usage of specific succession planning activities by management level and by gender?

Section Four: Barriers Impacting Succession Planning

4a. What are the most perceived barriers to succession planning by managers and supervisors?

4b. Are there differences in perceptions of the number of barriers to succession planning by level of management and by gender?

4c. Are there differences by management level and gender perceptions of the specific barriers occurring?

Statement of Hypotheses

Based on a review of the literature and empirical knowledge of career development culture and succession planning, the following null hypotheses for the twelve research questions were generated with a level of significance of .05 being used in all tests of statistical significance:

Section One Hypotheses

Hypothesis 1: There are no significant differences by management level and gender in male and female middle managers and supervisors' perceptions of the level of support in the organization for promotion of a career development culture.

Hypothesis 1a: There are no differences in support by management level.

Hypothesis 1b: There are no differences in support by gender.

Hypothesis 1c: There are no interaction effects between levels of management and gender for support of the specific activities addressed.

Section Two Hypotheses

Hypothesis 2: There are no significant differences by management level and gender in male and female middle managers and supervisors' perceptions as to what components could be used to link non-supervisory employee training, education and career development to organizational succession planning.

Hypothesis 2a: There are no differences in support by management level.

Hypothesis 2b: There are no differences in support by gender.

Hypothesis 2c: There are no interaction effects between levels of management and gender for support of the specific activities addressed.

Section Three Hypotheses

Hypothesis 3: There are no significant differences by management level and gender in male and female middle managers and supervisors' perceptions concerning reasons for systematic succession planning.

Hypothesis 3a: There are no differences in support by management level.

Hypothesis 3b: There are no differences in support by gender.

Hypothesis 3c: There are no interaction effects between levels of management and gender for support of the specific activities addressed.

Section Four Hypotheses

Hypothesis 4: There are no significant differences by management level and gender in male and female middle managers and supervisors' perceptions as to the barriers impacting implementation of a succession-planning program.

Hypothesis 4a: There are no differences in support by management level.

Hypothesis 4b: There are no differences in support by gender.

Hypothesis 4c: There are no interaction effects between levels of management and gender for support of the specific activities addressed.

Answers that result from the proposed study might progress understanding of the importance of ensuring employee training, education and career development are linked to organizational business and succession needs. At a minimum, findings from the study should provide additional insight into the largely unexplored topic of succession planning in the Federal Government and suggest strategies to be used to influence organizational career development culture, components used to link employee-training activities to succession plans, reasons for succession planning and the removal of barriers impacting succession planning.

Significance of the Study

There is a void in the literature as it pertains to succession planning in the Federal Government. The results of the study will be used to inform the Department of the Navy,

Civilian Human Resources (DON, CHR) of the overall perceptions of male and female middle managers and supervisors concerning career development culture, and reasons for succession planning and barriers impacting succession planning. The study will also provide DON, CHR with a snapshot of statistical data as to middle managers and supervisors' perceptions of what components are needed for ensuring that training, education and career development activities are linked to organizational business and succession needs. The study will provide the Federal Government with a succession planning model to assist all levels of management in identifying ways for ensuring employee training activities are linked to an organization's succession plans, a process used for removing barriers and determining the need for succession planning. Finally, the study will become the foundation for understanding what processes are to be used for developing a succession-planning program for federal agencies.

Definition of Terms

For the purpose of this study, the following terms are defined and used:

Baby boomer. Employees who were born between the year 1946 and 1964, who hold vast amounts of technical and administrative expertise within their organization.

Competency. "An underlying characteristic of an employee (that is, motive, trait, skill, aspects of one's self-image, social role, or a body of knowledge) which results in effective and/or superior performance in a job" (Rothwell, 2001, p. 180).

Talent pool. A group of workers who are being prepared for vertical or horizontal career advancement. Vertical advancement means promotion up the organization's chain of command. Horizontal advancement means that the individual's competencies are enhanced so that he or she has a broader scope of knowledge, skills and abilities in keeping with the organization's direction or his or her occupation (Rothwell, 2001).

Performance appraisal. Written documentation used to determine how well employees are meeting the work requirements of their jobs, and is commonly used to justify pay raises, promotions and other personnel decisions (Rothwell, 2001).

Non-supervisory employees. Employees who are individual contributors or team players who do not bear formal responsibility or authority for oversight of other employees (Rothwell and Kazanas, 1999).

Supervisor. An employee who occupies the first tier of management. They are responsible for the work of one unit or function. Supervisors devote majority of their time to orienting and training employees, conducting employee performance appraisals, issuing orders, disciplining employees and dealing with union representatives concerning daily work in their department (Rothwell and Kazanas, 1999).

Middle manager. An employee who occupies the second tier of management. They report to senior or top managers, directly oversee the work activities of exempt employees and directly oversee work activities of nonexempt employees (Rothwell and Kazanas, 1999).

Senior management. Those who occupy the highest tier of management within their organization. They are responsible for the work of several related departments. They chart the course for their organization (Rothwell and Kazanas, 1999).

Assumptions of the Study

1. The researcher assumed that the literature review would indicate that there is a need for middle managers and supervisors to ensure that non-supervisory federal employee-training activities are linked to organizational succession planning. The role of the researcher was to therefore examine career development culture and the relationship between succession planning and the influence it had on federal employee training, education and career development.
2. The researcher assumed that the study would reveal that a majority of federal middle managers and supervisors were not concerned with whether or not subordinate employees were being properly trained, or that they had no interest in what training subordinate employees were receiving.
3. The researcher assumed that female participants would provide a higher participation rate for completing the survey than male participants.
4. The researcher assumed that there would be a plethora of evidence indicating that middle managers and supervisors did not support succession planning or higher education and that career development activities were being discouraged.

5. The researchers assumed that the nine-page survey would be too long, that participants would become disengaged and decide not to complete the survey in its entirety.
6. The researcher assumed that middle managers and supervisors would not participate in the study because they were afraid that their supervisor would become vindictive after discovering that their leadership skills were being evaluated without their consent.
7. The researcher assumed that most middle managers and supervisors would discredit the need for ensuring a career development culture is present within their organization, and that it is the employees' responsibility to establish their own career development culture.
8. The researcher assumed that the federal agencies would not have a succession-planning program in place to support their organization's current and future leadership needs because they believe that the Merit Promotion System and the Individual Development Plan are sufficient to develop employees to fill job vacancies.
9. The researcher assumed that prior research conducted by experts who have written books and published articles on career development culture and succession planning were valid and that the research has been integrated into most private organizations' succession planning systems.

10. The researcher assumed that the trust relationship between researcher and participants would not be established resulting in participants refusing to participate in the study.
11. The researcher's assumption is that politics, insufficient time, lack of interest, or ideology that employees are responsible for their own development may be reasons for lack of participation in the study.

Limitations of the Study

Statistics is quantitative strategy for answering questions concerning people's perceptions (Huck and Cormier, 1996). It is a means for measuring the degree of possession of particular characteristics over the full range of the relevant population. (Huck and Cormier, 1996).

Several limitations of the study were identified:

1. The study will be limited to only 300 (150 male and 150 female) middle managers and supervisors at the general schedule (GS) grade levels between GS-12 and GS-15.
2. The study will not include general schedule employees at the grade level of GS-11 and below, Wage Grade employees (WG), Senior Executive Service (SES) members, or contract employees.
3. The study will focus on gender.
4. The study will not consider organizational diversity, ethnicity or age.

5. Due to the respondents being geographical dispersed; time may play a factor in their completion of the survey instrument. Travel costs were taken into consideration when considering the conduct of face-to-face interviews.
6. The organizations which employ the study's participants will not be identified so that characterization of any organization of the Federal Government cannot be implied, inferred, or directed.

Theoretical Assumptions/Conceptual Framework

Literature supports the argument that employee training, education and career development represents important parameters within organizational succession planning (Rothwell, 1994; Mahler and Drotter, 1986; Buckner and Slavenski, 2000). It is an underlying theoretical assumption of this research that employee training, education and career development activities are significant ingredients for ensuring successful leadership succession. The researcher's interest in Federal Government succession training arose from previous research conducted by Simonsen (1997) and Rothwell (1994). A first theoretical premise of the present study was to measure the career development culture that exists within federal agencies that may have a profound influence on whether or not employee training, education and career development activities were needed for successful organizational succession planning. Simonsen's (1997), book, *Promoting a Development Culture in Your Organization: Using Career Development as a Change Agent* discusses the importance of measuring organizational culture to determine the characteristics of an organization's present developmental practices. Simonsen (1997) discusses survey data on career development systems that

was conducted in the United States and compared it to identical survey data from Europe, Singapore and Australia. The data indicate that the U.S. was the only country in which linking organizational strategic planning was not among the top three factors influencing career development. The corollary of the findings indicated that career development systems were rated effective or very effective by only 29 percent of the U.S. respondents as compared to 52 percent in Australia, 62 percent in Singapore and 58 percent in Europe. The reason for such a disparity in the data is that most countries view career development as an “agent of change” to be used for accelerating organizational transformation whereby training activities are communicated, understood and aligned with organizational business strategy and succession needs (Simonsen, 1997). In essence, in a development culture, succession planning must evolve around an open process, where all employees are developed to fill job vacancies (Simonsen, 1997).

The second theoretical premise evolved from Rothwell’s (1994) book titled, *Effective Succession Planning: Ensuring Leadership Continuity and Building Talent from Within*, which included survey results from an October 1993 research study conducted among 350 members of the American Society for Training and Development (ASTD). Of the 350 surveyed, 64 responded to the survey question, “Why should an organization support a systematic succession plan?” Forty-five percent of the 64 respondents indicated that systematic succession planning should be used as a driving force to help identify employee training, education and career development needs.

Outline of the Dissertation

This dissertation is divided into five chapters. Chapter 1 introduces an overview of the research problem and issues under investigation, the approaches previously applied to these issues, and the unique approach proposed for this study.

Chapter 2 reviews the literature that lays the important theoretical and empirical foundation for this dissertation. The second chapter introduces the historical development of the current study. This chapter also discusses key concepts involved in the understanding of the importance for federal agencies to establish a career development culture and succession-planning programs to be used for identifying their next generation of leaders.

Chapter 3 develops the methodological framework of the study in terms of the research design, subject population, instrumentation, data collection and analysis, methodological assumptions and limitations. A comprehensive succession-planning model is provided based upon interpretations of both philosophical and empirical literature.

Chapter 4 presents the quantitative data analysis and the findings of the research pertaining to the development and administration of the survey instrument. The fourth chapter also provides discussion of the results as well as a presentation of representative graphs, tables and charts to help illustrate the findings of the research.

Chapter 5, the final chapter, presents the summary, conclusion and recommendations of the research study. The research questions presented in Chapter 1 will be discussed along with conclusions derived from the analysis herein. Conclusions that result from this study may represent progress toward a better understanding of the

importance of ensuring that employee-training, education and career development are properly linked to organizational succession plans. At a minimum, findings from this study should provide additional insight into the largely unexplored topic of succession planning in the Federal Government and suggest strategies to be used to influence organizational career development culture and succession planning.

CHAPTER 2

REVIEW OF THE LITERATURE

Four research objectives were explored that pertain to organizational succession planning. The literature reviewed in this chapter examined these four objectives. The first objective examined how best to establish a career development culture within an organization. The second objective is to distinguish what components of a succession plan could be used for linking employee training, education and career development to organizational business needs. The third objective explores the reasons for succession planning. The fourth and final objective examines barriers impacting organizational succession planning. The review of the literature within the context and boundaries established was used to identify gaps where theoretical and empirical contributions can be made to bring awareness of succession planning among federal agencies.

The literature revealed that employee training, education and career development are critical elements of the succession planning process and, in turn, provide greater opportunities for an organization to better identify its future leaders (Rothwell, 2001; Fulmer and Goldsmith; 2001, Buckner and Slavenski, 1988). In contrast, when succession planning is left informal and unplanned, managers and supervisors have the tendency to train, educate and develop successors who mirror themselves in appearance, knowledge, background and values (Rothwell, 1994; Executive KnowledgeWorks, 1988; Levit and Gikakis, 1994). If managers continue down this path of development, it could lead to an adverse impact on employee morale (Cox, 2001). Managers and supervisors

should promote a developmental culture and training environment that includes all employees in the organization (Cox, 2001, Simonsen, 2001).

For this study, training is defined as being job-oriented, education is individually oriented, and career development is organizationally oriented (Rothwell and Kazanas, 1999). In most organizations, training focuses on helping employees meet their job responsibilities (Rothwell and Kazanas, 1999). Training is accomplished through various methods: on-the-job-training (OJT); job rotational assignments; technical workshops; and job shadowing assignments. Education is associated with employees receiving formal education from a college, university, or technical institution and, in return, a college degree is awarded (Rothwell and Kazanas, 1999). This learning is associated with self-development, and is accomplished during the employees' own time away from the job with or without monetary support or intervention from an organization (Rothwell and Kazanas, 1999). In contrast, career development focuses on employees receiving training via action learning, mentoring, task simulations, or experiential learning to aid them in their career development and advancement. Meanwhile, a strong career development culture involves an open process, which is associated with managers and supervisors willing to support a training environment that allows employees to become partners in assessment, developmental assignments and mentoring (Simonsen, 1997).

Historical Perspective of Succession Planning

The initial concept of succession planning can be traced to the works of Frederick Taylor in the early twentieth century (Harper and Brothers, 1947). Taylor's (1911) book "Scientific Management", republished by Harper and Brothers in 1947, synthesizes

various principles of work methods, measurements and simplification to ensure work efficiency. Born in 1856 in the middle-class suburb of Philadelphia, PA., Taylor earned a Mechanical Engineering degree at Stevens Institute. His idea of management was to “secure the maximum prosperity for the employer, coupled with the maximum prosperity for each employee” (Harper and Brothers, 1947, p. 9). The words “maximum prosperity” meant not only large dividends for the company, but the development of every man to his state of maximum efficiency, whereas he is able to produce his highest grade of work (Harper and Brothers, 1947, p. 9).

Scientific Management required a mental revolution on the parts of both management and workers (Harper and Brothers, 1947). Management could not be learned from just reading of papers, books, or study of theory in the classroom; it had to be learned by doing (Harper and Brothers, 1947; Gray, 1984). Taylor believed in the principle of “functional foremanship” in which staff members were assigned to help shop foremen and supervisors in completing their task assignments, at the same time, workmen would receive mentoring and training, but not monetary incentives (Gray, 1984, p. 44). Taylor’s idea of providing workmen and foremen with incentive awards was contradictory to his philosophy of scientific management (Harper and Brothers, 1947). Instead, he promoted the intertwining of professional education, technical training and on-the-job-training and, in return, companies received a higher output of work by the workmen and bosses (Harper and Brothers, 1947).

Fayol’s (1916) book, *Administration Industrielle et Generale* scrutinized the nature of management and administration. Gray’s (1984) English version of the book was titled *General and Industrial Management*. A French engineer and director of mines,

Fayol used his classic fourteen points of management to influence organizations of the importance of management having the responsibility to ensure the “stability of tenure personnel” (Gray, 1984, p. 79). If this need was ignored, Fayol believed that key positions would be filled by “ill-prepared employees” (Rothwell, 1994, p. 5). Fayol’s work also supported the continuity of tenure among managers (Gray, 1984; Breeze and Bedeian, 1988). His viewpoint of management was contradictory to that of Frederick Taylor’s. Fayol’s idea of management was from the top-down, while Taylor supported a bottom-up approach (Gray, 1947). A manager’s job was to carry out a business process, which consisted of five parts: “planning for the organization, organizing it, coordinating its operating parts, commanding it, and controlling it” (Gray, 1947, p. 5). In support of this business process, short-term and long-term plan of actions were implemented. The plans had to be flexible and supported by management (Gray, 1947).

Unlike Taylor, Fayol supported monetary incentives. Fayol believed that monetary incentives would increase the workers’ performance, whereas a reduction in supervision would be required, leading to a larger number of workers being supervised by fewer foremen (Gray, 1984; Breeze and Bedeian, 1988). Social order was also a concern of Fayol’s. Social order advocated the successful execution of the two most difficult managerial activities: good organization and good selection of personnel (Gray, 1947). Organizations were required to identify its succession needs and, at the same time, implement a development program for employees at all levels of the organization in an effort to support the stability of tenure of personnel (Gray, 1947).

Mahler and Wrightnour’s (1973) book, *Executive Continuity* became the authoritative reference on the subject of succession planning in America (Mahler and

Drotter, 1986). *Executive Continuity* was associated with a systematic approach that required ten critical steps in the executive development process (Mahler and Wrightnour, 1973). The book was written to help top management avoid two major pitfalls. The first pitfall involved helping senior management avoid the mechanistic approach of developing a succession-planning program that would be cluttered with a complex web of policies, pronouncements, procedures and programs (Mahler and Wrightnour, 1973; Mahler and Drotter, 1986). Second, the “flow” of qualified candidates should be identified and the plan should be written to support not only senior executives, but also all levels of employees (Mahler and Drotter, 1986). An Early Identification Program (EIP) was, therefore, expanded to include “cross pollination” that provided high potential employees, at all levels of the organization, with the opportunity to perform rotational job assignments between various divisions of an organization (Mahler and Wrightnour, 1973, p. 195). Top management’s support was also important to the success of the cross-pollination program. The term “Executive Continuity” has since been superseded by the term “Succession Planning” (Mahler and Drotter, 1986).

Gender Perception

In nature, gender differences exist. An immense quantity of academic and popular literature suggests that men and women do indeed tend to differ in the ways that they think and act (Walsh, 1997). Female managers and supervisors, for example, may demonstrate collaboration skills and relationship building more effectively than male managers and supervisors and, in turn, females are better prepared to be mentors in the career development and succession planning process (Simonsen, 2001). Researchers have also studied gender differences in social interaction, leadership influence, communication

and morality (Dovidio, Brown, Heltman, Ellyson and Keating, 1988). Gender related expectations and beliefs concerning men and women managers and supervisors' characteristics and behaviors might affect gender perceptions (Dovidio, Brown, Heltman, Ellyson and Keating, 1988).

Because gender influences many patterns of interaction, one of the important consequences of gender differences is that perceptions, perspectives and interpretations of male and female managers and supervisors regarding employee-training activities may differ (Duerst-Lahti and Kelly, 1995). A study of 120 top executives conducted by Irby and Brown (1995), indicated significant differences in male and female perceptions of attitudes and expectations of supervision, which may influence how male and female managers and supervisors respond to the need for employee training, succession planning and career development culture.

Unlike a more communal environment, where eccentrics can be tolerated because trust is based on mutual commitments and deep personal knowledge, abilities and skills, those who run the bureaucratic corporation often rely on outward manifestations instead of planning for succession to determine who will be the right person to fill key job vacancies (Kanter, 1977). This is defined as a "bureaucratic kinship system" that is based on homogeneous reproduction in which men reproduce themselves in their own image (Kanter, 1977, p. 48). Because of the situation in which male managers and supervisors function and, because of their position in the organizational structure, social similarity becomes extremely important to them (Kanter, 1977). This structure sets in motion forces that lead to the replication of male managers and supervisors who portray the same kind of social habits (Rothwell, 2001).

Reasons for Succession Planning

Succession planning helps middle managers and supervisors create a more effective workforce by ensuring that employees at all levels of the organization are properly trained, educated and developed to fill key positions as they arise (Wolfe, 1996, Rothwell, 2001; Brady and Helmich, 1984; Slavenski and Buckner, 1988). Moreover, succession planning establishes a process that could assist middle managers and supervisors in developing their employees knowledge, skills and abilities, thereby preparing them for advancement, all while retaining them to ensure a return on the organization's training investment. Succession planning could also assist them in: (1) understanding the organization's short-term and long-term goals and objectives; (2) identifying workforce developmental needs; and (3) determining workforce trends and predictions (Wolfe, 1996; Rothwell, 1994; Carey and Ogden, 2000; Levit and Gikakis, 1994).

Succession planning ensures that an organization is systematically identifying and preparing its high-potential candidates for key positions. As corporate America continues to downsize its workforce, "baby boomers" now reaching retirement age will continue to contribute to a reduction in the middle management ranks (Rothwell, 2001; Wolfe, 1996; Executive Knowledge Works, 1988; Fitz-enz, 2000; Levit and Gikakis, 1994). Moreover, replenishing this leadership pipeline will be difficult. Figura (1999) indicated that the birth rates in the late 1960s and 1970s were relatively low compared with the baby boomer rates in the 1950s. During the 1960s and 1970s, for example, there were only 14.8 births per 1,000 people during the 1960s and 1970s as compared to 25.3 in the

1950s, indicating that there is a smaller pool of younger talent available to succeed government retirees.

Attracting, retaining and effectively training and developing employees will be the top priorities of leaders in all kinds of organizations, from high-tech firms to universities, from government agencies to heavy manufacturing firms (Cox, 2001; Feeney, 2003). Although the emphasis on succession planning has been traditionally on a limited number of higher-level positions, smarter organizations are employing succession planning for a broader range of jobs, beginning at middle management or lower (Cox, 2001). Moreover, the urgent need for managers and supervisors to look at federal employees at all levels of their organization is associated with a 2001 report provided by the U.S., Office of Personnel Management (OPM), indicating that of its 1.8 million federal employees, approximately 54 percent will reach retirement age of 55 by year 2005. As a result, federal agencies will lose institutional knowledge and skills that are difficult to replace.

From a career advancement perspective, leadership theorists argue that succession planning entails the identification of those employees who have the right training, education and career development skills to meet the leadership challenges of tomorrow (Slavenski and Buckner, 1988). Succession planning has also been credited with driving an organizational turnaround by linking the organization's continuous training philosophy to individual development (Sahl, 1992). Rothwell and Kazanas (1999), contemporaries of Cox, Wolfe and Brady and Helmich, are cited often in succession planning books, particularly in the field of developing in-house employees. The authors

articulate the need for managers to develop a succession plan that ensures that each job vacancy is filled, at all times, with a competent in-house employee.

Succession-planning efforts are used to optimize the career development of employee talent throughout an organization for the benefit of the organization and the individual concerned, by linking them to employee job performance (Charan, Drotter and Noel, 2001; Wolfe, 1996; Fitz-enz, 2000; Executive Talent, 2001; Rothwell and Kazanas, 1999). An employee may fit the profile of a leader, but if he or she has not demonstrated an ability to perform at a high level, it should be noted in his or her performance evaluation (Charan, Drotter and Noel, 2001; Lucier, C., Schuyt, R. and Spiegel E., 2003).

Moreover, succession planning should not be conducted in a vacuum. Rather, it should be linked to, and supportive of, organizational strategic plans, human resource development plans and other organizational planning activities (Rothwell, 1994; Slavenski and Buckner, 1988; Carter and Ogden, 2000). Human Resources managers view succession planning as a tool that can be used to assist middle managers and supervisors in identifying individuals in an organization who are potential replacements for people occupying key jobs, and ensuring that they get the training requirements they need to fill these jobs (Cox, 2001). The outcome of succession planning is, therefore, to create depth in the organization of highly qualified employees for a specified set of critical jobs (Cox, 2001; Rothwell, 2001; Feeney, 2003).

Finally, researchers and leadership theorists argue that successful succession planning is linked to the improvement of employee morale by encouraging promotions from within (Feeney, 2003). Indeed, internal promotions permit an organization to utilize

the skills and abilities of individuals more effectively, and the opportunity to gain a promotion can serve as an incentive (Sherman, Bohlander and Chruden, 1988).

Moreover, during periods of forced layoffs, promotions from within and “inplacement” (movements from within of individuals otherwise slated for layoff) can boost morale and help offset the negative effects of what Boroson and Burgess (1992) called the “survivor syndrome.”

Pitfalls and Succession Planning

There are pitfalls associated with succession planning when: 1) succession planning is divorced from business strategies; 2) all levels of management have a propensity to not choose employees with different profiles of skills and experiences that will be needed for the future; and 3) there may be insufficient follow-up on career development activities (Rothwell, 2001; Hall, 1986; Fulmer and Goldsmith, 2001; Wolfe, 1996; Eastman, 1995). Succession planning can also result in anti-developmental consequences. Managers and supervisors who realize that they are on the fast track may become complacent, therefore, may take fewer risks and consequently avoid activities that lead to career development (Hall, 1986; Rothwell, 2001; Buckner and Slavenski, 1994; Hall, 1986; Fulmer and Goldsmith, 2001; Rhodes, 1988).

Because succession plans were designed to work in stable organizations, the plans will not support the rapid changes in today’s work environment (Rothwell, 2001; Buckner and Slavenski, 1994; Hall, 1986; Rhodes, 1988). This problem is eradicated upon most organizations’ succession plans focusing on too many objectives and too much data while failing to address the central challenge, which is to help “meet strategic

staffing and development needs” (Rhodes, 1988, p. 62). Moreover, predicting succession over an extended time-period in an era of constant change will become impossible (Rhodes, 1988). Instead of organizations spending time anticipating vacancies and planning for succession, the focus should be on strategic staffing and career development (Buckner and Slavenski, 1994; Carey and Ogden, 2000; Wolfe, 1996; Rothwell, 1994).

Training and Succession Planning

In today’s federal workforce, the importance of linking employee training to succession planning is becoming more critical (Levit and Gikakis, 1994). Training closes the gap between what employees already know or do and what they must know or do to perform competently in the future (Lipman-Blumen, 1996). Meanwhile, when training on succession is tied to training on career planning, individuals are furnished with information about work requirements at different levels and in different functions or locations (Rothwell, 2001; Wolfe, 1996).

As federal employees reach retirement eligibility, new hires will be required to be properly trained and become fully productive so that they can take their place as fully functioning employees and share the work burden with others. In a December 2000 report, *Report to the President: The Crisis in Human Capital*, conducted by Senator George V. Voinovich, Chairman of the Subcommittee on Oversight of Government Management, Restructuring and the District of Columbia, indicated that federal employee training, education and career development are vital components in the creation of a “world-class civil service”, and should be explicitly linked to an agency’s performance plans, strategic goals and succession plans (p. 55). Nevertheless, attempts to identify

ways of linking employee training to succession planning have been successfully identified by many researchers. On-the-job-training (OJT) is identified as one method for ensuring employee training is linked to the organization's succession and business strategy needs (Rothwell and Kazanas, 1994; Byham, 2001). It is defined as job instruction, which occurs within the work setting (Rothwell and Kazanas, 1994; Wolfe, 1994; Levit and Gikakis, 1994). OJT can also sound early warnings about problems with employees' basic skills. Job rotation, shadowing assignments, and collateral duties are other methods used to train employees to support organizational business needs (Rothwell and Kazanas, 1994).

According to estimates by the American Society for Training and Development, organizations spend between \$90 and \$180 billion each year on OJT. This totals more than three to six times more than what is spent on classroom training. Most job training occurs in real time, at the workplace, on-the-job, and not off the job or away from the workplace (Rothwell and Kazanas, 1994; Fitz-enz, 2000; McCauley, Moxley and Van Velsor, 1998; Michaels, Handfield-Jones and Axelrod, 2001).

Education and Succession Training

Formal education can be tailored to employees to help prepare them for career advancement and, at the same time, linked to the organization's succession needs (Lipman-Blumen, 1996; Rothwell, 2001). Formal education is yet another way for managers and supervisors to meet employees training needs, and prepare them for career advancement or increased job responsibility (Cox, 2001; Rothwell and Kazanas, 1999; Rothwell, 1994; Rothwell, 2001). It can minimize the gap between what employees

already know or do and what they must know or do to qualify for higher-level or more technical responsibilities (Lipman-Blumen, 1996; Brady and Helmich, 1984; Mahler and Drotter, 1986; Rothwell and Kazanas, 1999).

Education is essential in the succession planning process (McCauley, Moxley and Van Velsor, 1998). It is credited with increasing employee knowledge of management disciplines such as finance, operations, science and technology and marketing (Lipman-Blumen, 1996). Foundational education also includes training in general managerial skills, such as communications or interpersonal skills, and should be immediately relevant, timely, high quality, and reinforced on the job (Lipman-Blumen, 1996). Continuing education of already highly educated employees will become a big growth area in the next society (Drucker, 2002). Most of the education will be delivered in nontraditional ways, ranging from weekend seminars to on-line training programs, and in any number of places, from a traditional university to the student's home. The Information Revolution will have an enormous influence on education and on traditional schools and universities, and will require a paradigm shift in the organizations' succession planning process (Drucker, 2002).

Career Development and Succession Planning

Leadership theorists argue that career development is a key part to any succession-planning program since it links training information from the employees to the planning needs of the organization (Slavenski and Buckner, 1988; Rothwell and Kazanas, 1999; Simonsen, 1997). Career development is organizationally oriented, focusing on evoking new insights about the organization, industry, community, society,

or culture of which the employees are members (Michaels, Handfield-Jones and Axelrod, 2001; Simonsen, 1997). It refers to offering learning experiences, provided by the employer to employees that are not job related and do not change attitudes or values (Lipman-Blumen, 1996). In this narrow sense, development refers to opportunities offered to employees so that they can come up with new ideas that will aid them in their career advancement (Giber, Carter and Goldsmith, 2000; Fulmer and Goldsmith, 2001; Michaels, Handfield-Jones and Axelrod, 2001; Cox, 2001).

The purpose for implementing a career development system is to “ensure that employees’ goals, managers’ support and organizational systems align with business needs” (Simonsen, 1997, p. 8). The career development process can be a tool used as an agent of change to accelerate an agency’s leadership transformation (Rothwell and Kazanas, 1994; Simonsen, 1997).

The best career development programs were structured around action learning, training that involves solving real and important business problems (Lipman-Blumen, 1996). Researchers acknowledge that most managers and supervisors often do not recognize the link between career development and business performance, because most training programs are accomplished in the work place (Michaels, Handfield-Jones and Axelrod, 2001; Rothwell and Kazanas, 2001; Gilbert, Carter and Goldsmith, 2000). Action learning can, therefore, be used to deliver a learning experience that is tailored to both the organization and the employee’s own career development (Fulmer and Goldsmith, 2001). Companies such as General Electric, Arthur Andersen, Johnson and Johnson and others incorporate action learning into their career development programs (Fulmer and Goldsmith, 2001). Arthur Andersen used many problem-solving learning

techniques, which included case methods, simulations, experiential learning and executive coaching (Fulmer and Goldsmith, 2001).

Research scholars emphasize that organizational succession planning and career development planning represent mirror images of the same issue (Michaels, Handfield-Jones and Axelrod, 2001; Slavenski and Buckner, 1988; Knowdell, 2001). Succession planning helps managers and supervisors meet their human capital needs, whereas the organization is equipped with a diversified talent pool that is needed to survive and succeed. On the other hand, career development planning helps employees establish their own career goals and prepare them for meeting those goals, either inside or outside the organization (Michaels, Handfield-Jones and Axelrod, 2001; Slavenski and Buckner, 1988; Knowdell, 2001).

Researchers have indicated that succession planning could prove useful to organizations as a resource for candidate pools and a driving force behind career development planning (Slavenski and Buckner, 1988; Wolfe, 1996; Simonsen, 1997). By including lower-level positions in the succession planning process, a career planning system can be developed, especially if succession plans are linked to career development (Slavenski and Buckner, 1988; Wolfe, 1996; Rothwell, 200; Cox, 2001).

Barriers Impacting Succession Planning

Managers and supervisors may encounter barriers established by senior executives that may prevent them from implementing a succession plan (Rothwell, 1994; Levit and Gikakis, 1994). One major impediment to implementing a succession program may be a lack of support from senior executives. A succession program will not be

effective if senior executives lack ownership or a sense of urgency, (Rothwell, 1994; Byham, 2001). A second impediment facing managers and supervisors is the negative impact of organizational politics. Instead of promoting employees with the most potential or the best track record, top executives may exploit the corporate ladder to promote friends and allies, regardless of talent or qualifications (Rothwell, 2001). A third problem is associated with top executives' encouragement of a quick-fix approach toward the succession problem. Quick-fix approaches sacrifice effectiveness for expediency, which may prompt higher-than-normal turnover among employees causing employee morale problems to develop (Gilmore, 1988). Fourth, due to low visibility, senior executives may not see the many benefits of implementing a succession-planning program (Rothwell, 1994; Byham, 2001). Finally, the rapid pace of organizational change may impact succession planning. Traditionally, succession planning once worked well in stable environments and organizations. In today's business environment, the use of succession planning software for personal computers designed to accelerate the organization's ability to keep pace with staffing needs and changes, will be inadequate on its own to assure sound succession planning (Rothwell, 1994; Lucier, C., Schuyt, R. and Spiegel E., 2003; Wolfe, 1996).

Summary

Although most federal managers and supervisors ignore its importance, successful succession planning involves linking employee training, education and career development to organizational succession needs which, in turn, significantly influences the opportunity for an agency to have a diversified talent pool of employees available to fill key positions when they arise. The literature indicates that the rules, procedures and

techniques used for succession planning in the past are growing increasingly outdated and inappropriate in today's business environment. This is especially true, since succession planning for leadership talent has often been an informal, haphazard exercise in which longevity, luck and being in the proverbial "right place at the right time" determined the lines of continuity (Rothwell 1994; Wolfe, 1996). It is, therefore, time for federal agencies to develop succession plans, and link them to employee training, education and career development. In addition, successful succession planning should be based upon: (1) well-defined requirements and competencies for all positions (both short-term and long-term); and (2) objective assessment data regarding employees' current performance and readiness or potential for future management positions.

Even though a majority of the succession planning definitions in the reviewed literature focused on senior management and middle management positions, the premier definition for succession planning was that of Wolfe (1996). She defines succession planning as, "a defined program that an organization systemizes to ensure leadership continuity for all key positions by developing activities that will build personnel talent from within" (p. 4).

Succession planning can be a proactive leadership defining strategy. The plan can be designed to help create effective succession strategies that can be applied throughout an organization and attuned to such current issues as career development. In addition, succession planning is credited with driving organizational turnaround by linking an organization's continuous training philosophy to career advancement (Bucker and Slavenski, 1988). Even though a limited amount of research has been written on the importance of federal agencies linking training, education and career development to

succession planning, the role of the researcher was to examine the relationship between succession planning and the influence it had on federal employee training, education and career development, the reason for succession planning, barriers impacting succession planning and promoting a development culture.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

In this chapter, the research methodology and the research design employed in this study are explained. The methodology of this research was a quantitative survey. The survey's respondents worked in various federal agencies throughout the United States and Hawaii. The data used in this analysis were collected over a period of nine months via a survey instrument called Succession Planning and Development Survey (SPDS) (see Appendix D). The SPDS instrument was electronically mailed to each participant. There was a requirement for one survey instrument to be hand-delivered and one to be facsimiled. The reason for using these delivery methods was to gain access to federal employees who worked throughout the United States and Hawaii. Moreover, because federal employees were geographically dispersed, it was unrealistic, time consuming and costly to conduct face-to-face interviews with all respondents.

This study answered the primary research question and the twelve subsidiary questions as presented in Chapter 1, via the collection and analysis of quantitative data. The definitions of the control, independent and dependent variables are presented. The four primary null hypotheses are stated. A description of the subject population is discussed followed by the framework that led to the survey methodology, including discussion of the pretest study that preceded the current research effort. Software used for processing and evaluating respondents' data was a computer-based Statistical Package for the Social Sciences (SPSS) program.

Survey Instrumentation

The Succession Planning and Development Survey (SPDS) instrument originated from two existing survey instruments, Simonsen's (1997) Development Culture Survey (DCS) and Rothwell's (1994) Reasons for Systematic Succession Planning. The first survey instrument, DCS was adapted from the first edition of Peggy Simonsen's (1997) book, *Promoting a Development Culture in Your Organization: Using Career Development as a Change Agent* (p. 17). Simonsen's (1997) book reflects research work conducted by Gutteridge, Leibowitz and Shore (1993) on respondents' perceptions as to the need to link career development systems to employees' career needs and organizations' workforce requirements. The research indicated that only 29 percent of the U. S. respondents rated career development systems as being effective or very effective as compared to 52 percent in Australia, 62 percent in Singapore and 58 percent in Europe. The study also indicated that only 80 percent of U. S. senior managers were committed to employee career development as compared to Australia, 92 percent; Singapore, 100 percent and other European countries, 94 percent. The researcher used Gutteridge, Leibowitz and Shore's (1993) 21-item survey instrument called "Development Culture Survey", to measure the organizations' career development culture.

The second survey instrument, Reasons for a Succession Systematic Planning (RSSP) was used in the first edition of Rothwell's (1994) book, *Effective Succession Planning: Ensuring Leadership Continuity and Building Talent from Within* (p. 9). Rothwell (1994) used a 20-page survey questionnaire to identify the reason why an organization should implement a systematic succession-planning program. Rothwell's

(1994) survey instrument was tested for reliability in several research studies concerning succession-planning practices in numerous organizations such as the American Society for Training and Development and several Fortune 500 companies in the United States. Rothwell's (1994) survey instrument, *Reasons for Systematic Succession Planning*, was first tested by 350 randomly selected Human Resource Development (HRD) professionals of the American Society for Training and Development to obtain their perception of succession planning. Even though 64 respondents completed the 20-page survey for a response rate of 18 percent, 29 of the 64 respondents, 45 percent indicated that the primary reason for implementing succession plans was to "identify justifiable employee training, education, and development needs" (Rothwell, 1994, p. 9). In December 1999, the 20-page survey instrument was revised and mailed to 742 members of the Society for Human Resources Management (SHRM). Of the 742, only 30 respondents provided the researcher with useful information. Of the 30 respondents, 40 percent indicated that the reason for succession planning was to identify employee training, education and development (Rothwell, 2001). Nevertheless, in both research studies, 40 percent of the respondents ranked training, education and development as their top priority as to the reason for succession planning, thereby validating the reliability of the survey instrument. Statements from the original survey instruments were either modified or deleted to support this research study.

Research Design

An experimental research design employing career development culture and succession planning are applied in this study. The Succession Planning and Development Survey (SPDS) instrument used in this study is a methodological approach used for

analyzing subjects' perceptions in a social context. The SPDS instrument enabled the researcher to obtain a snapshot of the demographic population instead of surveying the whole population (Salant and Dillman, 1994). The survey instrument permitted the researcher to solicit general information concerning respondents' opinion, behavior, preferential, or attitude about career development culture and succession planning within their organization (Rea and Parker, 1997; Salant and Dillman, 1994). The researcher is interested in how the dependent variables of: (1) career development culture; (2) succession planning components used for linking training activities; (3) reasons for succession planning; and (4) barriers impacting succession planning are influenced by the independent variables; management level and gender.

To satisfy the purpose of this study and generate appropriate data to test the hypotheses, a factorial design was implemented utilizing statistical measurements of analysis of variance and ranking. Factorial design allowed for a true experimental design to be accommodated for two or more manipulated independent variables or to combine manipulated and non-manipulated independent variables within this study (Huck and Cormier, 1996).

Categorical Variables

The researcher selected two independent categorical variables to define the demographic of interest in this study.

Gender: The respondents were asked to identify themselves as either male or female demonstrating the two levels of the gender variable.

Grade Level: The respondents were asked to place themselves in one of the four general schedule (GS) grade levels: GS-12, GS-13, GS-14, or GS-15. These variables are defined as independent variables. The term management level was used interchangeably throughout this study with the term grade level.

Dependent Variables

The independent variables consist of eighty-two statements. The statements were divided into four topics that were identified from the review of the literature and analysis of the statistical data: (1) career development culture; (2) succession planning components used for linking training activities; (3) reasons for succession planning; and (4) barriers impacting succession planning. The dependent variables for the study are the mean score for factors indicated by response to the Likert scaled statements. Subjects and individual statements summated the mean scores. These topics were acknowledged as dependent variables and are defined in Chapter 2.

Measurement Process

The statements contain an ordered set of responses, which are identified as ordinal variables. A five-point Likert rating scale was utilized for measurement of these ordinal variables (Rea and Parker, 1997). Respondents were instructed to electronically select verbal response options that best measure their perceptions on each statement (e.g. 'Strongly agree (5)', 'Agree (4)', 'Neutral (3)', 'Disagree (2)', 'Strongly disagree (1)') (Foddy, 2001). The SPDS instrument was divided into two parts. Part one of the survey instrument was used to help answer both primary and subsequent questions and

hypothesis statements in the research study. Part two of the survey instrument consisted of a demographic survey, which was divided into three sections.

Survey Instrument Part One

For all sections of the survey, the total score for each section is equal to the sum of the scores for respondent's individual answers. Section one of the SPDS instrument, is comprised of 21 statements and examine respondents' perceptions concerning organizational career development culture. The minimum score obtainable is 21, and the maximum is 105. Section two of the SPDS instrument, is comprised of 18 statements and is used to measure respondents' perceptions relating to components needed for linking training, education and career development activities to organizational succession and business needs. The minimum score obtainable is 18, and the maximum is 90. Section three of the survey instrument, comprised of 28 statements, and is used to ascertain respondents' perceptions on the reasons for organizational succession planning. The minimum score obtainable is 28, and the maximum is 140. The 15 statements in section four dealt with respondents' perceptions about barriers to succession planning. The minimum score obtainable is 15, and the maximum is 75.

Survey Instrument Part Two

Part two consists of a demographic survey and is comprised of three sections; gender, general schedule grade-level and employer. Part two of the survey instrument was not rated for this study. After all the respondents' survey data were collected and compiled, the researcher imported the respondents' data into the computer-based Statistical Package for the Social Sciences (SPSS) software. The SPSS measured linear regression, one and two-way analysis of variance (ANOVA). A significance level of

($p \leq .05$) was used as the standard for the probability of making Type I (rejecting the null hypothesis when it was true), and Type II (not reject a false hypothesis) errors. When the null hypothesis was rejected, the researcher concluded that the alternative hypothesis was tenable (Hinkle, Wiersma and Jurs, 1998).

Survey Implementation

In order to maximize the response rate, the researcher used Rea and Parker (1997) and Dillman's (2000) method as follows: (1) a brief pre-notice email was sent to the majority of the 300 randomly selected respondents a few days prior to the arrival of the survey instrument. The pre-notice email informed the potential respondent that he or she would be receiving a survey in a few days and that his or her response would be greatly appreciated; (2) After one week a, "Thank You Notice" was sent to the participants who completed the survey; (3) When the respondent failed to respond within the allotted timeframe, a follow-up email was sent, along with another survey instrument, indicating that the seven-day period had elapsed. After the third week, a phone call was made reminding them to complete the survey within the next two days and forward the researcher their responses; and (4) if the respondent did not provide his or her responses, the lack of response was noted for purposes of reporting.

Survey Response Expectations

The researcher expected to obtain a response rate between 50 and 70 percent (Dillman, 2000; Rea and Parker, 1997; Converse and Presser, 1986). This task was accomplished with a response rate of 52 percent. According to respondents' comments, several factors influenced this low rate of response: (1) time allotted for them to complete

the eleven-page survey; (2) fear of reprisal from their boss; (3) lack of the necessary degree of trust between the researcher and the respondents; (4) respondents lack of interest in the survey topic; (5) respondents' simple refusal to comment on career development culture and succession planning in their organization; (6) the survey was depressing because his or her organization refuse to do career development or succession planning; (7) respondents were not familiar with the survey topic, and (8) from a personal experience, most federal employees refuse to participate in surveys due to apathy.

Population

The sample population for this study was all federal employees. The researcher's familiarity with federal agencies procedures and attitudes aided in obtaining access to the population, establish rapport with the subjects and answer their questions and concerns. The researcher could easily assimilate into the research, the respondents' comments as well.

Selection of Subjects and Sample

Respondents were emailed the survey instrument due to the expense of hosting it on a commercial-web-based server and difficulty of hosting the survey on an appropriate government server. To rectify this problem, the researcher randomly selected participants' names from the Department of the Navy's Global Address List (GAL) and emailed the instrument. The GAL is a repository that contains email addresses and grade levels of all federal employees within the Department of the Navy and Marine Corps.

The sample size for this study was 300 subjects; all full-time federal employees. The researcher randomly selected 300 respondents; 150 male and 150 female managers

and supervisors from the GAL. A systematic random sampling consisting of perception statements were then distributed (Rea and Parker, 1997; Salant and Dillman, 1994). The respondents were asked to complete the SPDS survey instrument within seven-days. Each survey form was serialized for tracking purposes.

Of the 300 surveys that were distributed to the sample population, 152 (51%) were returned and used in the analysis. An alpha level of .05 was used for all statistical tests. Two important concepts were kept in mind; (1) confidence interval; and (2) level of confidence (Rea and Parker, 1997). Confidence interval, according to Rea and Parker (1997), is "a proportion based on sample data; it represents the margin of error, which indicates the level of sampling accuracy obtained" (p.233). The level of confidence is described as, "the risk of error which the researcher is willing to accept in the study" (Rea and Parker, 1997, p. 114).

Protection of Subjects

The researcher strictly followed the University of San Diego's Protection of Human Subject guidelines and regulations (see Appendix J). For protection of subjects, randomly-selected middle managers and supervisors provided by DoN's Global Address List were selected. Anonymity was maintained because names, social security numbers and other types of demographic information were not linked to individual surveys. Gender and grade-levels were the only demographic information used for this study. Pseudonyms were not required. Face-to-face interviews did not occur during this study; therefore, color-coded survey instruments were not required. Subjects were also required to sign or electronically mark their consent form indicating their approval. Moreover, the survey instruments and associated data on the computer and paper were maintained in a

locked safe. After completion of the study, all original survey instruments and data were destroyed.

Pilot Test

A pilot test was conducted on a sample size of 40 federal male and female middle managers and supervisors (20 subjects from each group) of the Department of the Navy and Marine Corps (Converse and Presser, 1986; Dillman, 2000). The forty respondents were asked to complete the identical survey twice within a seven-day period. If the respondents' initial scores, for example, on the four sections of the survey were 80, 56, 140 and 55, the researcher expected to see similar scores on the respondents' second survey rating, indicating that the survey met its reliability requirement.

The survey instrument was distributed via email to each participant. In some instances, the survey was hand-delivered to the participant. The survey instrument was analyzed by way of a test-retest correlation to determine reliability of the instrument. Participants were asked to complete the survey instrument twice within a seven-day period. The researcher collected and examined the data for reliability to ensure respondents' ratings of both surveys were within the same range.

The pilot study was analyzed by way of an SPSS test-retest correlation with Pearson's (r) to determine reliability of the survey instrument. For the test-retest correlation an (r) value of .917 was obtained, indicating good test-retest reliability (Table 1).

Participants' Comments

Pilot study participants were asked to comment on the design, content, readability and recommendations for improvement of the survey instrument. Feedback from two of the pilot survey participants (one male and one female) recommended clarification of the term "Succession Planning." Five female participants commented that the instrument was "intimidating" because it required feedback concerning their immediate supervisor. Three participants wanted to have been given the opportunity to include their ideas into the instrument. One-third of the participants commented that the survey took too long to complete. Four recommended that the survey be provided via a website. In contrast, approximately ten participants commented that they did not trust a web-based survey because of security and confidentiality reasons and preferred that the survey be mailed electronically. As a result of the comments, the final study participants were provided with clarification of the term "succession planning" and included information referencing the University of San Diego's Protection of Human Subject guidelines to help reinforce trust and confidentiality among the participants. Participants were also informed that numbers and pseudonyms would be used to represent participants and organizations.

Table 1. Test-retest correlation chart

Section	N	Pearson's (r) (2-tailed)
Section 1: Career Development Culture	40	.970**
Section 2: Components Used to Link Training Activities to Succession Plans	40	.957**
Section 3: Reasons for Succession Plans	40	.863**
Section 4: Barriers Impacting Succession Plans	40	.878
Overall Pilot Test	40	.917**

** Correlation significant ($p < .05$)

Content Validity

The purpose of content validity was to ensure that the statements identified in the survey instrument support the research questions that pertain to part-one of section one of this research study. Part-one in section one of the survey instrument on promoting a career development culture was validated for accuracy among organizations in the United States, Europe, Singapore and Australia (Simonsen, 1997). The analysis indicated that the United States was the only country in which linking organizational strategic planning was not among the top three factors influencing career development. Simonsen's (1997), findings indicated that only 29 percent of the U.S. respondents as compared to 52 percent in Australia, 62 percent in Singapore and 58 percent in Europe rated career development systems effective or very effective. The researcher used this survey instrument to measure federal middle managers and supervisors' perception on career development culture within their organization. To ensure that all participants read each statement in its

entirety, approximately one-third of the twenty-one original survey statements were modified to reflect high and low statements.

In part-one, sections two, three and four of the survey instrument examined the research work of William J. Rothwell (1994). Rothwell's research discussed components used for linking training activities to succession plans, reasons for succession planning and barriers impacting succession planning. His book included survey results from an October 1993 research study conducted among 350 members of the American Society for Training and Development (ASTD). Of the 350 surveyed, 64 responded to the survey question, "Why should an organization support a systematic succession plan?" Forty-five percent of the 64 respondents indicated that the reason for systematic succession planning is to help identify employee training, education and career development needs. In December 1999, Rothwell validated his survey by providing the identical survey to 742 members of ASTD. The results indicated that 40 percent of the respondents cited that the reasons for succession planning were to identify replacement needs as a means of targeting necessary employee training, education and career development as their overall second choice. In both studies, employee training, education and career development were selected first and second respectively (Rothwell, 1994 and 1999).

Data Analysis

Data analysis is presented in the order of the research questions and hypotheses. A descriptive analysis of the data was conducted since the study compared percentages of respondents who answered the available range of response choices contained in the survey instrument. By using descriptive statistics, the researcher was able to organize,

summarize, and then describe the responses obtained (Levine, Berenson and Stephan, 1999). Table 2 indicates the percentage of surveys returned by gender and grade level.

Data collected and entered into the SPSS program were descriptive statistical data and were analyzed by the use of inferential statistics to determine any relationship or interaction effects for each of the independent and categorical variables used in this research study. A confidence level of .05 was utilized in all tests for statistical significance and findings slightly above the confidence level that could be of practical significance. Confidence levels of .05 and .01 are commonly used in statistical research (Huck and Cormier, 1996).

Analysis of variance (ANOVA) was used to test for statistically significant differences between the thirteen research questions as well as the factors. Two-way ANOVAs were used to determine if any statistically significant interactions were present between categories of gender and grade level of the four sections. Tukey and Scheffe's post-hoc comparisons were also used to identify specific levels with each categorical variable that were significantly different from the other grade levels.

Table 2. Percentage of returned surveys by gender and grade-level

Grade	M/F	<u>Pilot Test</u>				<u>Actual Survey</u>			
		Mailed	Returned	%	%	Mailed	Returned	%	%
12	M	4	4	100%		37	23	62.2%	
	F	4	4	100%	100%	28	11	39.3%	52.3%
13	M	9	9	100%		52	32	61.5%	
	F	9	9	100%	100%	58	23	39.7%	50.0%
14	M	4	4	100%	100%	35	22	62.9%	50.0%

	F	4	4	100%	41	16	39.0%	
	M	3	3	100%	26	16	61.5%	
15	F	3	3	100%	100%	23	9	39.1%
Returns By Gender								
		<u>Pilot Test</u>			<u>Actual Survey</u>			
	M/F	Mailed	Returned	%	Mailed	Returned	%	
	M	20	20	100%	150	93	60.7%	
	F	20	20	100%	150	59	39.3%	

For each of the four sections of the survey, a two-way analysis of variance (two-way ANOVA) was conducted to determine if there were significant differences in the total section score by grade level or gender (main effects), or if there were interactions in total section score between grade level and gender. Significant main or interaction effects were examined by conducting χ^2 tests for each statement within the section showing two-way ANOVA main or interaction effects to determine if significant differences could be identified by respondent sub-group.

Survey instrument, Part 2 covered the demographics and is presented and used in this study. Based on the findings, recommendations for development of succession planning programs are presented. Recommendations for future research are presented in Chapter 5. Analyses of the survey statement responses will provide insight into respondents' perceptions of career developmental culture and succession planning. These individual perceptions are used to identify gender influence with regard to career development culture, components used to link employee-training activities, barriers

impacting succession planning and reasons for succession planning. Score comparisons were made among male and female middle manager and supervisor respondents.

Risk Assessment

This study incurred several risks. According to respondents' comments, several elements influenced the experienced low response rate:

1. Time required to complete the nine-page survey;
2. Fear of reprisal from their boss, resulting in their refusal to participate;
3. Trust not established between the researcher and the respondents;
4. Lack of interest in the survey topics;
5. Refusal to comment on career development culture and succession planning in their organization;
6. Feelings that the survey was "depressing" because the organization does not undertake career development or succession planning;
7. Lack of familiarity with the survey topics;
8. Apathy with regard to resulting actions from government surveys;
9. Discouragement due to lack of support from supervisors with regard to employee training, education and career development;
10. Lack of trust that their reactions to the survey statements would remain confidential, and

11. Respondents did not have a computer or Internet access at their home, and refused to utilize government furnished equipment.

Ethical Considerations

Participants in this study remained anonymous by design of the survey instrument. The only linkage between participants and their responses to the survey statements was their grade-level and gender. Participants were asked to electronically approve or sign a *Consent to Act as a Research Subject* form (see Appendix D), which outlines the purpose of this study.

Only the researcher handled the survey returns and entered the data into SPSS. Subjects' responses were compiled and scores indexed only by internal serial number. Surveys were mechanically shredded after the database was compiled. The database remained in the possession of the researcher, will be retained and may be utilized for future purposes other than this study.

Methodological Assumptions of the Study

The researcher made several methodological assumptions during this research study.

1. The researcher assumed that female participants would be more supportive of the research study on career development culture and succession planning as compared to the male participants.
2. The researcher assumed that middle managers and supervisors at the perspective grade-levels would have empirical knowledge of succession planning.

3. The researcher assumed that majority of the study participants are provided with some type of a career development strategy.
4. The researcher assumed that all respondents to the survey would answer to the best of their ability and without bias thus yielding a true indication of the factors pertaining to career development culture and succession planning.
5. The researcher assumed that the Department of the Navy Human Resources Agencies would welcome a survey that would galvanize middle managers and supervisors' intellectual thoughts pertaining to succession planning.
6. The researcher assumed that all participants would embrace the essence and intention of the study as a meaningful tool to help them identify the need for establishing a career development culture and succession plans.

Summary

The current study was unique and had never been implemented in the Federal Government, nor had it been implemented in the private sector as a whole. Previous research studies have included traditional and non-traditional ideas when planning for succession, but have not included the measurement of career development culture into the succession planning process. Without a career development culture first being established, both public and private organizations will continue to have difficulty establishing a successful succession-planning program.

Chapter 3 presented discussions of the research design and methodological framework, selection of participants, survey instrument, survey implementation, pilot test

and data analysis. The Chapter also discussed the pilot study, the thirteen research questions, and assumptions and limitations of the study. The results of the data analyses and discussion and interpretation of the findings of the pilot test and the research study are presented in Chapter 4.

CHAPTER 4

PRESENTATION, DISCUSSION AND INTERPRETATION OF THE FINDINGS

The quantitative data analysis and discussion of the findings of the research are presented in four sections in Chapter 4. Each section will discuss federal middle managers and supervisors' perceptions of the study followed by the primary hypothesis for each section. The first section of the chapter presents the interpretation and analysis of the quantitative data concerning career development culture. Section two of this chapter discusses the interpretation and analysis as they relate to succession planning components used for linking training activities. The third section of this chapter discusses the findings that pertain to the reasons for succession planning. Section four of this chapter discusses the statistical data that pertains to barriers impacting succession planning. The fifth section presents the data and discusses the statistical analyses of the data for each of the twelve primary hypotheses presented in Chapter 3. Chapter 4 concludes with a summary of the findings and major themes presented in this study.

The study was conducted with 152 subjects (59 female and 93 male). One and two-way ANOVAs were used to test each of the twelve primary hypotheses discussed in Chapter 3. Due to the volume of printed data that resulted from the statistical analyses, only statements with statistically significant findings will be presented and discussed. Chapter 4 contains ANOVA tables for the significant findings as well as the post-hoc analysis that followed.

Section One: Organizational Career Development Culture

The primary research question as presented in Chapter 1 asked the questions of how organizational support for promoting a career development culture perceived by middle managers and supervisors, are there differences in perceptions of organizational support by management level and by gender and are there gender differences in perceptions of the specific activities supported. Findings of this data collection were analyzed and are presented in this section.

Subject population of 300 participants were sampled, 150 females and 150 males, with grade levels ranging from general schedule GS-12 to GS-15. Survey instruments were distributed to the 300 participants during the months of April, May, June, July, August, September and October 2004. A total of 152 instruments were returned for a return rate of 52 percent. Of the 152 instruments returned, 59 (39 percent) were female and 93 (62 percent) were male. Of the 59 female participants, 11 (18.6 percent) indicated that they were at the GS-12 grade level, 23 (39 percent) indicated that they were at the GS-13 grade level, 16 (27 percent) indicated that they were at the GS-14 grade level, and 9 (15 percent) indicated that they were at the GS-15 grade-level. Of the 93 male participants, 23 (25 percent) indicated that they were at the GS-12 grade level, 32 (34 percent) indicated that they were at the GS-13 grade level, 22 (24 percent) indicated that they were at the GS-14 grade level and 16 (17 percent) indicated that they were at the GS-15 grade level. Of the two demographic groups (male and female) who declined participation, some were not interested in participating, while others commented that they were afraid or intimidated of their bosses, despite their interest in the study. A sizeable number of females who received the survey were simply not responsive to the idea of

participating in the research study. All returned survey instruments were used in this study. The researcher was required to follow-up by phone or e-mail among several participants to collect responses for unanswered statements. Table 3 provides a demographic breakdown by management level and by gender as to the number of participants who participated in the study.

Table 3. Demographic breakdown by management level and by gender

Gender	GS-12	GS-13	GS-14	GS-15	Total
Female	11	23	16	9	59
Male	23	32	22	16	93
Total	34	55	38	25	152

Interpretation and Discussion of the Results of the Dependent Variables

Section one of the four-part survey instrument consisted of twenty-one statements relating to organizational career development culture. Data were gathered and entered into the Statistical Package for the Social Sciences Version 12 (SPSS Ver. 12) software program. Independent variables, grade level and gender were used as demographic data. The twenty-one statements were identified as dependent variables. Possible total scores ranged from 21 to 105. Each statement was rated using a Likert scale. The Likert scale range was from 1 to 5. Each statement was interpreted individually. The statements mean scores were comparable to one another. As a result of the comparable scores, each dependent variable was categorized and linked to one of the four categories: (a) communication; (b) morale building; (c) development tools; and (d) coaching and mentoring (see Table 4). Each statement was identified by the capital letter (S) followed

by the number of the statement, for example, S1 represented statement number one. The terms management level and gender were used as independent variables. The term management level will be used interchangeably throughout this study.

Table 4. Section-One survey statements identified by category

Communication Category
<ul style="list-style-type: none"> • Employees rarely seek feedback about their performance from their managers and supervisors. • We have systems (job postings, position descriptions, and so on) and open communication so employees can gain information about opportunities in the organization. • Employees' responsibility for performance and development are not clearly identified and stated in their performance appraisal form. • Our managers rarely give employees frequent, candid feedback on performance.
Development Category
<ul style="list-style-type: none"> • Employees here initiate new work procedures, activities and responsibilities. • Employees have written individual development plans that supports the organization's current and future business needs. • Our organization does not provide access to career assessment and planning tools/materials for employees. • Managers and supervisors do not use performance appraisals as developmental activity. • New supervisors are trained in managing the performance of subordinates.

Table4. (con't)

- Our organization does not provide training activities such as OJT, shadowing assignments, job rotation assignments & collateral duties to aid employees in their career advancement.
- Our organization utilizes learning technology and innovative learning strategies such as action learning training, career developmental workshops, simulations and experiential learning that involves solving real and important business problems.

Morale Category

- Our organization values managers who develop their employees.
- Employees like to work here, as demonstrated by high morale.
- Managers and supervisors know how to reward and keep top performers motivated even when promotions are not possible.

Coaching & Mentoring Category

- Our managers and supervisors are skilled and comfortable coaching employees.
 - Our managers and supervisors know how to help marginal employees.
 - Managers and supervisors work with employees to enrich their current jobs.
 - Managers & supervisors prefer to grow people internally rather than hire from outside.
 - Our managers and supervisors refuse to help employees explore career goals other than promotions.
 - Our professional/technical employees can grow without moving to management.
 - We do not have a pool of highly talented employees who are prepared to move into key positions in the organization.
-

Table 5 illustrates total high, neutral and low scores (H-N-L) and percentages by management level and by gender for section one. The total scores indicate that both female and male middle managers and supervisors at the GS-12 grade level provided the highest level of support for section one, with total high scores of 414 (59.14 percent) and 844 (58.53 percent), respectively. Female participants at the GS-13 and GS-14 grade levels provided the lowest level of support, with high scores of 753 (53.48 percent) and 468 (50.48 percent). Both female and male respondents at the GS-15 grade level and males at the GS-13 grade level presented similar percentages of 54.95, 55.07 and 54.81, respectively. Male respondents at the GS-14 grade level presented the third lowest percentage score of 53.57.

The statistical data revealed that male and female participants' perceptions of organizational career development culture indicated a high degree of variance. Thirteen of the 21 survey statements (62 percent) indicated statistical significant differences in support by gender ($\alpha = .05$). Four of the 21 statements (19 percent) indicated significant differences by management level, and four of the 21 statements (19 percent) indicated significant differences by both management level and gender (see Table 6). The term alpha will be represented by the statistical symbol α .

Table 5. Score and percentage by management level and by gender

	<u>High Scores</u>		<u>Neutral Scores</u>		<u>Low Scores</u>		Grand Total Score
	Totals	% of Grand Total	Totals	% of Grand Total	Totals	% of Grand Total	
GS-12 F	414	59.14	117	16.17	169	24.14	700
GS-12 M	844	58.53	267	18.52	331	22.95	1442
GS-13 F	753	53.48	312	22.16	343	24.36	1408
GS-13 M	1116	54.81	471	23.13	449	22.05	2036
GS-14 F	468	50.48	207	22.33	252	27.18	927
GS-14 M	743	53.57	342	24.66	302	21.77	1387
GS-15 F	311	54.95	120	21.20	135	23.85	566
GS-15 M	559	55.07	216	21.28	240	23.64	1015

Table 6. Section one: Survey statements that resulted in significant differences by either management level or gender (p < .05)

Statements	Management Level	Gender	Retain or Reject
S3: Employees rarely seek feedback about their performance from their managers and supervisors.	.029*	.020*	Reject
S7: Employees' responsibility for performance and development are not clearly identified and stated in their performance appraisal form.	.114	.002*	Reject
S20: Our managers rarely give employees frequent, candid feedback on performance.	.892	.000*	Reject
S10: Our organization does not provide access to career assessment and planning tools/materials for employees.	.035*	.049*	Reject
S11: Managers and supervisors do not use performance appraisals as developmental activity.	.097	.000*	Reject

Table 6. (con't)

S12: New supervisors are trained in managing the performance of subordinates.	.098	.000*	Reject
S16: Our organization does not provide training activities such as on-the-job-training, shadowing assignments, job rotation assignments and collateral duties to aid employees in their career advancement.	.487	.003*	Reject
S21: Our organization utilizes learning technology and innovative learning strategies such as action learning training, career developmental workshops, simulations and experiential learning that involves solving real and important business problems.	.606	.022*	Reject
S15: Employees like to work here, as demonstrated by high morale.	.341	.002*	Reject

Table 6. (con't)

S17: Managers and supervisors know how to reward and keep top performers motivated even when promotions are not possible.	.761	.002*	Reject
S2: Our managers and supervisors are skilled and comfortable coaching employees.	.045*	.001*	Reject
S5: Our managers and supervisors know how to help marginal employees.	.008*	.000*	Reject
S8: Managers and supervisors work with employees to enrich their current jobs.	.527	.000*	Reject

Section One: Comparative Statistical Analyses of the Data, Interpretation and Discussion of the Results for the Dependent Variables

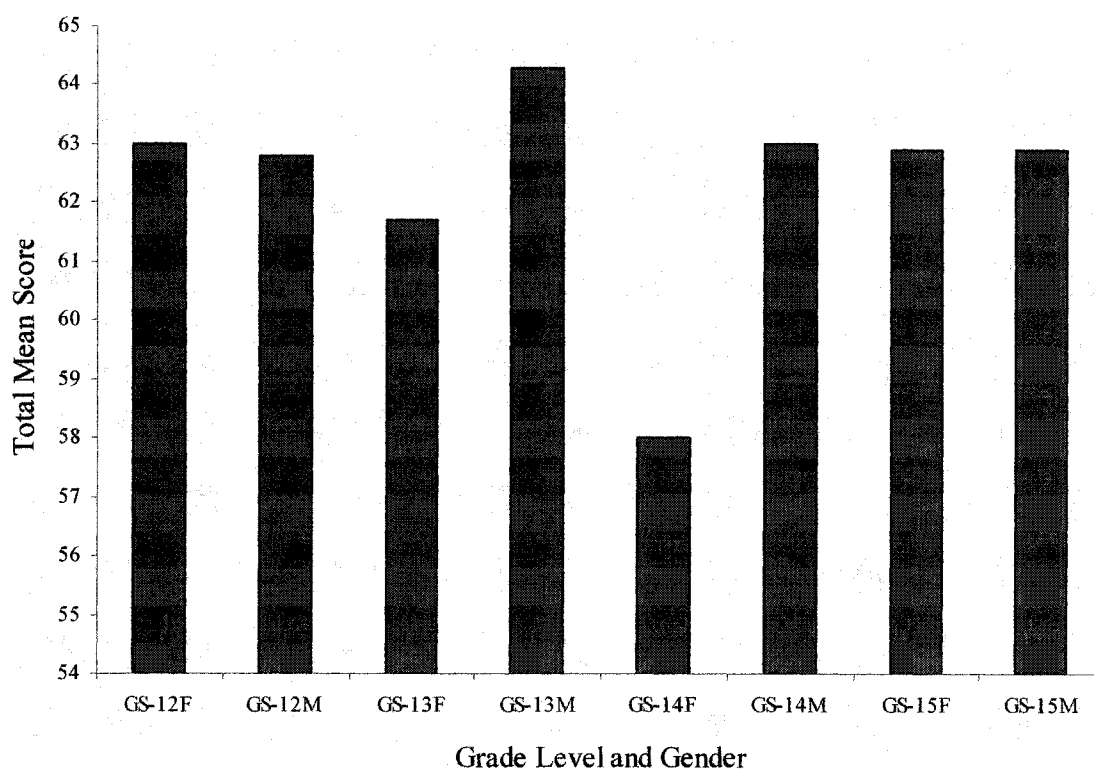
This section provides the statistical analyses for testing of the three primary hypotheses and statistically significant findings of the one-way ANOVAs to determine if there were significant differences in support by management level and by gender concerning organizational career development culture. The statistically significant findings of the two-way ANOVAs were also calculated to determine if there were significant interaction effects in support by management level.

The statistical analysis revealed that four of the 21 (27 percent) statements had significant differences in support by management level, and 13 of the 21 (62 percent) statements had significant differences in support by gender at $\alpha = .05$. The term alpha will be identified by the statistical symbol α . Presentations, discussions and findings of this research will focus only on the statements with statistically difference and interaction effect for support by management level and by gender that were identified during the data analyses. To establish the level of significance, data were analyzed using two-way analyses of variance (ANOVA). Scheffe and Tukey's tests were used for post hoc comparisons.

A standard deviation (SD) score of 5.328 was statistically derived during the data analysis to determine how much each score deviated from the mean score of 62.52. Both Scheffe and Tukey's tests provided similar results. At the 95 percent confidence interval, female total mean scores ranged from 57.94 to 63.00. Female average mean score was 61.10, with a SD score of 5.777. The statistical variance was 2.4, which was determined by squaring the value of SD (5.777). Summative mean scores for male participants varied from 62.87 to 64.34, resulting in an average mean score of 63.42, and a SD of 4.842. Male statistical variance score was 2.2. Table 7 presents the total mean scores and standard deviations by management level and by gender. Figure 1 provides a bar chart illustrating the level of support by management level and by gender.

Table 7. Total mean scores by management level and by gender

Gender	Grade Level	Mean	Std. Deviation	n
F	12	63.00	5.020	11
F	13	61.70	5.881	23
F	14	57.94	4.449	16
F	15	62.89	6.972	9
M	12	62.87	5.911	23
M	13	64.34	4.576	32
M	14	63.05	4.445	16
M	15	62.88	4.334	9

Figure 1. Section one total mean scores for support by management level and by gender

Test results from section one indicated that female participants had greater variation in responses to the statements pertaining to promoting organizational career development culture than did their male counterparts. Female participants, at the GS-12 grade level were more supportive of career development culture than the GS-13, GS-14 and GS-15 female participants. Male participants, at the GS-13 grade level were more supportive of career development culture than their GS-12, GS-14 and GS-15 male counterparts. Table 8 presents data verified through the survey analysis as to middle managers and supervisors' perceptions on organizational support for promoting a career development culture. Male and female participants at the GS-12 grade level received the highest ratings of 59.10 percent and 58.53 percent among the eight management groups. Female participants at the GS-13 and GS-14 received the overall lowest rating of the eight groups. Of the four male groups, male participants at the GS-14 grade level produced the lowest rating of 53.47 percent. On average, 54.5 percent of female middle managers and supervisors agreed that their organization support promoting a career development culture, as compared to 55.5 percent of male participants.

Table 8. Female and male support of career development culture

Gender	GS-12	GS-13	GS-14	GS-15	Avg. Score
Female	59.10%	53.48%	50.48%	54.95%	54.50%
Male	58.53%	54.81%	53.57%	55.07%	55.50%

In summary, mean scores of male and female participants perceptions of organizational career development culture indicated a high degree of deficiency. Seventy-one percent of female participants at the GS-13 and GS-14 grade levels responded with

negative perceptions concerning career development culture in their organization. Low morale appears to be the result of this lack of career development culture. The lack of support for career development activities and communication from top management emerged as major contributors. Employees not feeling valued or appreciated and managers looking externally instead of internally to fill job vacancies were also contributing factors to low morale. Additionally, managers not having the necessary coaching or mentoring skills to help employees in their job performance along with no growth opportunities materialized into employees' motivation and job performance being abbreviated. More importantly, organizations not having a pool of talented employees to fill key job vacancies indicated the lack of succession planning. Federal agencies could use this information to greater advantage in improving employee morale and sustaining employee retention to support the current and future business and succession needs of their organization. Table 9 indicates statistically significant differences for level of support by gender for total mean scores in section one.

Table 9. Section 1 ANOVA testing of total scores for support by management level and by gender

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	323.276(a)	4	80.819	2.998	.021
Intercept	514862.483	1	514862.483	19099.466	.000
Gender 1F2M	186.217	1	186.217	6.908	.009
Grade Level	129.370	3	43.123	1.600	.192
Error	3962.665	147	26.957		
Total	598411.000	152			
Corrected Total	4285.941	151			

(a): R Squared = .075 (Adjusted R Squared = .050)

Section One: Analyses and Discussion of Primary Hypotheses Numbers 1a – 1c

Hypothesis 1a states that there are no significant differences in support by management level for the twenty-one dependent statements at $\alpha = .05$. Hypothesis 1a was retained because there were no significant differences in level of support by management level for $\alpha = .05$. Column two of the probability statements in Table 6 indicates significant differences in only four of the 21 individual statements based on the themes of communication, development and coaching as factors for ensuring organizational career development culture for $p < .05$. Post hoc analyses will also be discussed.

Statement 2, managers and supervisors are skilled and comfortable coaching employees presented a mean score of 3.41 for GS-12 grade level male and female

respondents. A mean of 3.13 for GS-13 male and female respondents, a mean of 2.74 for GS-14 male and female respondents and a mean score of 3.04 for male and female respondents at the GS-15 grade level were sufficient to create statistically significant difference, $F(3, 148) = 2.744, p < .045$ (see Table 10). Male and female participants at the GS-12 grade level provided the highest level of support for managers and supervisors being skilled in coaching their employees with a men score of 3.41, as compared to male and female participants at the GS-14 grade level who provided the lowest degree of support with a mean of 2.74. Meanwhile, male and female participants at the GS-13 and GS-15 grade levels provided modest support with mean scores of 3.13 and 3.04.

Table 10. Comparison of level of support by management level for statement S2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.380	3	2.793	2.744	.045
Within Groups	150.673	148	1.018		
Total	159.053	151			

Statement S3 concerning employees rarely seeking feedback about their performance from their managers and supervisors, resulted in significant differences in mean scores among the groups. Male and female participants at the GS-12 grade level had a high mean score of 3.35 as compared to GS-14 male and female participants with the lowest mean score of 2.63. Male and female participants at the GS-13 and GS-15 grade levels had similar mean scores of 2.93 and 2.96, respectively. The high degree of interaction among the groups resulted in significant difference, $F(3, 148) = 2.677, p < .049$ (see Table 11).

Table 11. Comparison of level of support by management level for statement S3

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.402	3	3.134	2.677	.049
Within Groups	173.276	148	1.171		
Total	182.678	151			

The individual survey statement S5, concerning managers and supervisors knowing how to help marginal employees presented a high degree of support among male and female participants at the GS-12 grade level with a mean score of 3.38 and a mean score of 2.58 among male and female participants at the GS-14 grade level, referencing little support. Male and female participants at the GS-13 and GS-15 provided low support for S5 with mean scores of 2.93 and 2.68, respectively. The dissimilarity in mean scores among the groups resulted in significant difference, $F(3, 148) = 4.072, p < .008$ (see Table 12).

Table 12. Comparison of level of support by management level for statement S5

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.078	3	4.359	4.072	.008
Within Groups	158.442	148	1.071		
Total	171.520	151			

Table 13 presents the difference in mean scores of male and female respondents for statement S10, "Our organization does not provide access to career assessment and planning tools/materials for their employees." The lowest level of support was presented

by male and female respondents at the GS-13, GS-14 and GS-15 grade levels with high mean scores of 2.73, 2.79, and 2.88, respectively. The highest degree of support was linked to male and female respondents at the GS-12 grade level with a low mean score of 2.15. The disagreement in support between male and female respondents at the GS-12 grade level and the other seven groups relinquished significant difference, $F(3, 148) = 2.939, p < .035$.

Table 13. Comparison of level of support by management level for statement S10

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.969	3	3.656	2.939	.035
Within Groups	184.130	148	1.244		
Total	195.099	151			

In summary, Hypothesis 1a was retained because there were no significant differences in level of support by the variable management level ($\alpha = .05$). Significant differences emerged, however, during the individual analyses for four of the 21 individual statements on the themes of communication, development and coaching as factors for ensuring organizational career development culture. Respondents at the GS-12 grade level presented a high degree of support for employee development, communication and coaching as key elements for establishing organizational career development culture. Male and female respondents at the GS-13, GS-14 and GS-15 grade levels, however, disagreed with this perception and that a career development culture does exist within their organization via the categories of communication, development and coaching.

Hypothesis 1b states that there is no significant difference in support by gender for the dependent variables ($\alpha = .05$). While conducting one-way ANOVA testing, 13 of the 21 statements presented statistically significant difference for $\alpha = .05$. The third column of Table 6 presents significant differences in gender perceptions concerning organizational career development culture. The difference in female and male respondents concerning managers and supervisors having the skills to coach employees with a mean score of 2.71 was sufficient to establish statistically significant difference, $F(1, 150) = 13.345, p < .000$. Female respondents presented a low degree of support for statement S2, indicating that managers and supervisors are not skilled in coaching their employees as compared to male respondents with a mean score of 3.31, indicating a high degree of support (see Table 14).

Table 14. Comparison of level of support by gender for statement S10

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.994	1	12.994	13.345	.000
Within Groups	146.059	150	.974		
Total	159.053	151			

The individual survey statement S3 concerning male and female perceptions as to employees rarely seeking feedback about their performance found to have statistically significant difference, $F(1, 150) = 4.406, p < .037$, by a comparison of the mean scores of 3.19 for females and 2.81 for males (see Table 15). The low mean score for male respondents indicated that employees are seeking feedback from their manager and

supervisor, and that a strong communication link between employee and supervisor does exist.

Table 15. Comparison of level of support by gender for statement S3

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.212	1	5.212	4.406	.037
Within Groups	177.465	150	1.183		
Total	182.678	151			

For statement S5, the difference in mean scores among male and female respondents provided to be significantly different, $F(1, 150) = 22.065, p < .000$. Female respondents' perceptions of managers and supervisors knowing how to help marginal employees generated a modest mean score of 2.42 for female respondents and a high mean score of 3.20 for male respondents (see Table 16). Findings suggest that modest support generated by female respondents for statement S5 may be linked to their perceptions of managers and supervisors not having appropriate coaching skills.

Table 16. Comparison of level of support by gender for statement S5

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.995	1	21.995	22.065	.000
Within Groups	149.525	150	.997		
Total	171.520	151			

Table 17 indicates a statistically significant difference in female respondents with a mean score of 3.31 and mean score of 2.71 for male respondents, $F(1, 150) = 10.684, p$

< .001. Female respondents' perceptions concerning statement S7, "Employees' responsibility for performance and development are not clearly identified in their performance appraisal form", reflected a high degree of support as compared to diminutive support among male respondents. Female respondents' perceptions indicated a lack of communication and training between employee and manager as to what procedures are needed for completing employee performance appraisal forms. Male respondents' perceptions indicate that these requirements are clearly identified in their performance appraisal forms according to their low mean score.

Table 17. Comparison of level of support by gender for statement S7

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.797	1	12.797	10.684	.001
Within Groups	179.670	150	1.198		
Total	192.467	151			

Statement S8 generated a significant difference in female respondents mean score of 2.54 and male respondents mean score of 3.33 for, $F(1, 150) = 28.877, p < .000$. By female respondents presenting a low mean score, implies that managers and supervisors do not work with their employees to enrich their current jobs. Meanwhile, the perceptions among male respondents contradict the perceptions of female respondents with a high mean score of 3.33 (see Table 18).

Table 18. Comparison of level of support by gender for statement S8

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	22.584	1	22.584	28.877	.000
Within Groups	117.311	150	.782		
Total	139.895	151			

The ANOVA testing on the individual statement S10, career assessment tools and materials are not provided to employees resulted in statistically significant difference, $F(1, 150) = 4.517, p < .035$, with mean scores of 2.88 for females and 2.48 for males (see Table 19). A low mean score produced by male respondents indicate that their organization does provide employees with the necessary career assessment tools and materials to succeed in their job.

Table 19. Comparison of level of support by gender for statement S10

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.703	1	5.703	4.517	.035
Within Groups	189.395	150	1.263		
Total	195.099	151			

Table 20 indicates a significant difference in mean scores for female respondents with a score of 3.39 and a score of 2.71 for male respondents, $F(1, 150) = 13.674, p < .000$, for statement S11. Findings suggest that the variances in mean scores indicate disagreement between the two groups concerning their perceptions of managers and supervisors not using performance appraisals as a developmental activity. Male respondents were more supportive of statement S11.

Table 20. Comparison of level of support by gender for statement S11

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.700	1	16.700	13.674	.000
Within Groups	183.195	150	1.221		
Total	199.895	151			

Female respondents obtained a mean score of 2.59 as compared to male respondents' mean score of 3.24 concerning statement S12, "New supervisors are trained in managing the performance of subordinates." The difference in mean scores proved to be statistically significant, $F(1, 150) = 12.659, p < .001$ (see Table 21). Results suggest that male respondents' perceptions were more favorable than female respondents when discussing new supervisors as having the training skills to manage subordinate employees.

Table 21. Comparison of level of support by gender for statement S12

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.941	1	14.941	12.659	.001
Within Groups	177.033	150	1.180		
Total	191.974	151			

ANOVA testing on the individual statement S15, employees like to work here as demonstrated by high morale, resulted in a statistically significant difference, $F(1, 150) = 10.469, p < .001$, with mean scores of 2.69 for female respondents and 3.25 for male respondents (see Table 22). A high mean score among male respondents indicate high

support for morale among employees. Female respondents' perceptions conflicted, indicating low morale being observed.

Table 22. Comparison of level of support by gender for statement S15

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.015	1	11.015	10.469	.001
Within Groups	157.820	150	1.052		
Total	168.836	151			

Table 23 displays differences in mean scores for female respondents with a score of 3.08 and male respondents with a score of 2.51 were statistically significant, $F(1, 150) = 9.677, p < .002$, for survey statement S16. There was a high degree of disagreement between the gender groups concerning their organization not providing various training activities. Findings indicate that female respondents are not being provided with various training activities as compared to male respondents.

Table 23. Comparison of level of support by gender for statement S16

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.117	1	12.117	9.677	.002
Within Groups	187.824	150	1.252		
Total	199.941	151			

Statement S17 generated a significant difference in female respondents mean score of 2.56 and male respondents mean score of 3.14, $F(1, 150) = 10.502, p < .001$. A low mean score among female respondents indicate that managers and supervisors do not

know how to reward and keep top performers motivated even when promotions are not possible. Findings suggest that a low mean could be the result of managers and supervisors not having the relevant coaching, leadership, or communication skills (see Table 24).

Table 24. Comparison of level of support by gender for statement S17

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.117	1	12.117	9.677	.002
Within Groups	187.824	150	1.252		
Total	199.941	151			

The individual survey statement S20 indicated gender differences concerning male and female perceptions as to managers rarely giving employees frequent feedback on their performance found to have a significant difference, $F(1, 150) = 14.558, p < .000$, by a comparison of the mean scores of 3.54 for females and 2.88 for males (see Table 25). The results suggest that female respondents perceptions as to the motivation deficiency among managers to provide feedback to their employees could be associated with a lack of communication and accountability among managers. The low mean score for male respondents indicated that managers are providing feedback to their employees about their work performance.

Table 25. Comparison of level of support by gender for statement S20

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.756	1	15.756	14.558	.000
Within Groups	162.343	150	1.082		
Total	178.099	151			

The final significant finding in relation to gender was linked to S21, organizations utilizing learning technology and innovative learning strategies to solve real and important business problems, which generated mean scores of 2.42 for female respondents and 2.85 for male respondents for statistically significant, $F(1, 150) = 5.696$, $p < .018$ (see Table 26). Findings appear to indicate that female respondents are not receiving the same level of training and coaching to help them in their career development and advancement as compared to male respondents.

Table 26. Comparison of level of support by gender for statement S21

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.543	1	6.543	5.696	.018
Within Groups	172.299	150	1.149		
Total	178.842	151			

In summary, Hypothesis 1b was rejected based on the statistically significant differences in support by gender, which was identified by the variations in mean scores on key subjects such as communication, development, morale and coaching. Findings indicate that female respondents were discontented with how well male employees were being supported in their career development activities as compared to themselves. The

findings also supported the literature on how male and female respondents differ in the ways that they think and act (Walsh, 1997).

The statistical data supported the theory of gender differences in perceptions concerning social interaction, leadership influence, development and communication between male and female respondents and, in turn, these differences may have affected their perceptions of senior leadership supporting organizational career development culture within their organization (Dovidio, Brown, Heltman, Ellyson and Keating, 1988).

Hypothesis 1c examined the interaction effects by management level. Hypothesis 1c stated that there would be no significant interaction effects by support for management level at $\alpha = .05$. Tukey and Scheffe's post hoc analyses for interaction effects for support by management level and by gender indicated no significant differences ($\alpha = .05$). The interaction plot presented parallel lines connecting the cell means of the four management levels.

The analysis of nominal data was conducted using the χ^2 test. The researcher used the 21 statements from section one's survey instrument to test the observed and expected frequencies. Observed frequencies were compared to expected frequencies of occurrence. If the differences between the calculated observed and expected frequencies were less than the critical value, the researcher retained the hypothesis and, if the frequencies exceed the critical value, then the researcher rejected the hypothesis. The researcher hypothesized, for example, that at least 75 percent of the 152 respondents would favor their organization having established a career development culture and 25 percent opposes support.

The degrees of freedom were calculated using formula $(R-1)(C-1)$, with letter R representing the number of rows and letter C representing the number of columns (Hinkle, Wiersma and Jurs, 1998). The degrees of freedom associated with this test statistic were $(4-1) * (3-1) = 6$. Therefore, the critical value of the test statistic was 12.592. To obtain a valid χ^2 the five columns were collapsed into three. The numbers 5 (strongly agree) and 4 (agree), for example, were combined into a single column. The numbers 1 (strongly disagree) and 2 (disagree) were combined, and neutral number (3) remained a single column. The purpose of collapsing the columns was to eliminate columns that hosted numbers less than five, which were identified during the χ^2 testing. Table 27 contends χ^2 calculations for support by management level. Since the computed χ^2 values did not exceed the critical value (χ^2 -critical value = 12.592), the researcher supports Hypothesis 1a.

Table 27. Computed χ^2 scores for variable management level

Statement	χ^2	df	Critical Value χ^2	Reject or Retain
S1	8.83	6	12.592	Retain
S3	12.28	6	12.592	Retain
S6	10.24	6	12.592	Retain
S7	7.56	6	12.592	Retain
S8	3.10	6	12.592	Retain
S9	5.77	6	12.592	Retain
S12	5.62	6	12.592	Retain
S15	10.13	6	12.592	Retain
S16	2.59	6	12.592	Retain
S17	2.92	6	12.592	Retain
S19	5.49	6	12.592	Retain
S20	2.92	6	12.592	Retain
S21	3.37	6	12.592	Retain

The analysis of nominal data was conducted using χ^2 tests to determine whether to support Hypothesis 1b for level of support by gender. The previous 21 statements were used to examine the researcher's decision to accept or retain the Hypothesis 1b. Observed frequencies were compared with expected frequencies of occurrence. The degrees of freedom associated with this test statistic were two, resulting in a critical value of 5.991 (Hinkle, Wiersma and Jurs, 1998). Because the computed χ^2 test results for 17 of the 21 (81 percent) statements exceeded the critical value of 5.991, the researcher rejected Hypothesis 1b, indicating that less than 75 percent of male and female participants felt that their organization did not support a career development culture (see Table 28).

Table 28. Computed χ^2 scores for variable gender

Statement	χ^2	df	Critical Value χ^2	Reject or Retain
S1	3.40	2	5.991	Retain
S3	6.28	2	5.991	Reject
S5	23.99	2	5.991	Reject
S7	13.68	2	5.991	Reject
S8	24.12	2	5.991	Reject
S9	1.66	2	5.991	Reject
S12	14.17	2	5.991	Reject
S15	8.70	2	5.991	Reject
S16	10.98	2	5.991	Reject
S17	12.76	2	5.991	Reject
S19	.46	2	5.991	Retain
S20	17.89	2	5.991	Reject
S21	8.84	2	5.991	Reject

Section One Summary

In summary, Section One presented variations in federal male and female middle managers and supervisors' perceptions concerning promoting organizational career development culture. Independent variables management level and gender were used to identify differences in male and female perceptions of the 21 dependent statements. The twenty-one survey statements were reviewed and linked to one of the following four categories: (a) communication; (b) morale; (c) development; and (d) coaching and mentoring. The literature reviewed identified these four categories as critical elements to establishing a career development culture. Additionally, the five hypotheses revealed

differences in support for promoting a career development culture by management level and by gender.

Section Two: Descriptive Statistical Summaries Interpretation and Discussion of the Results of the Dependent Variables

Section Two examines middle managers and supervisors' perceptions concerning what succession planning components could be used to link employee-training activities. The primary research question as presented in Chapter 1 asked the questions of; (1) how is the link between succession planning and training activities perceived by management level and by gender; (2) are there differences in perceptions of use of training activities by management level and gender; and (3) are there gender differences in perceptions of the specific training activities being supported. Findings of this data collection were analyzed and are presented in this section.

Section two provides the statistical analyses for testing of the three primary hypotheses and statistically significant findings of the one-way ANOVAs to determine if there were significant differences in support by management level and by gender concerning components to be used for linking training activities to organizational succession plans. Independent variables, grade level and gender were used as demographic data. Eighteen statements were identified as dependent variables. Scores ranged from 18 to 90. Each statement was rated using a Likert scale. The Likert scale range was from 1 (Strongly Agree) to 5 (Strongly Disagree).

Statistically significant findings of the two-way ANOVA's were calculated to determine if there were significant interaction effects for support by management level.

The eighteen survey statements were first examined as a whole and then individually. Of the 18 statements, two statements (11 percent) revealed significant differences by management level and six statements (33 percent) revealed significant differences by gender ($\alpha = .05$). The presentation and discussion of the findings of this research will focus on the eight individual statements with statistically differences and interaction effects by management level and by gender.

Total mean scores for female participants at the GS-13 grade level and male participants at the GS-12 grade level provided the lowest total mean scores of 50.52 and 50.97, correspondingly. Female participants at the GS-15 grade level and male participants at the GS-14 grade level revealed the highest level of support, with total mean scores of 51.78 and 51.45, respectively. Meanwhile, female respondents at the GS-12 and GS-14 grade level and male respondents at the GS-13 and GS-15 grade levels provided similar scores of 51.36, 50.88, 51.30 and 51.25, respectively (see Table 29). Total mean scores for section two revealed no significant differences. Total scores for section two indicated no significant differences ($\alpha = .05$). Figure 2 illustrates the total mean scores concerning the level of support by management level and gender. Individual mean scores that presented significant differences will be discussed later in this section.

Table 29. Section two total mean scores and standard deviations

Gender	Grade Level	Mean	Std. Deviation	n
Female	12	51.36	6.360	11
	13	50.52	6.480	23
	14	50.88	6.323	16
	15	51.78	4.086	9
Male	12	51.30	4.258	23
	13	50.31	4.693	32
	14	51.45	5.578	22
	15	51.25	5.196	16

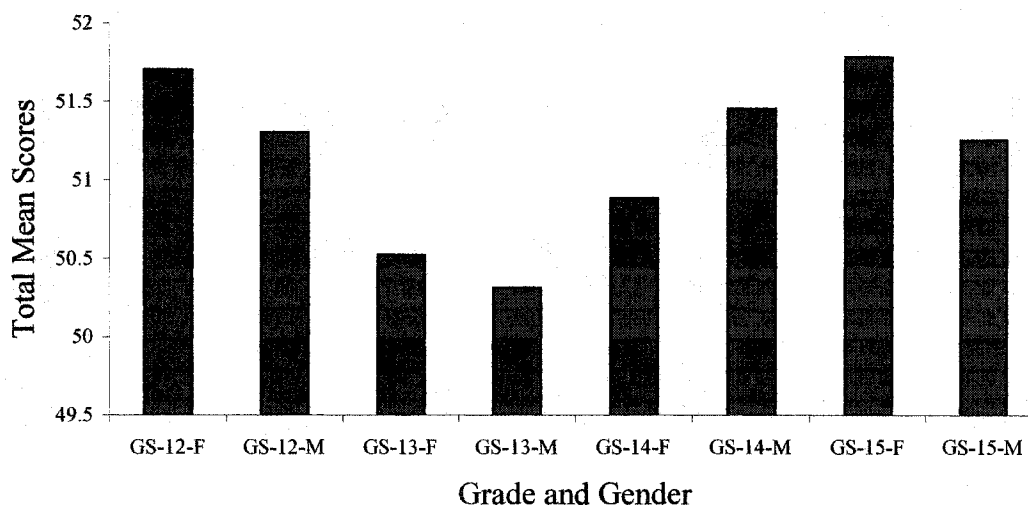
Figure 2. Section two: Total mean scores by management level and by gender

Table 30 shows the high, neutral and low scores and percentages for support by management level. Managers and supervisors at the GS-14 grade level provided the highest level of support for the components in section two with a rating of 62.70 percent.

Middle managers and supervisors at the GS-13 and GS-15 grade levels revealed similar percentage ratings of 57.00 percent and 56.90 percent, respectively. Meanwhile, respondents at the GS-12 grade level provided the lowest level of support for section two with a rating of 52.60 percent. Table 31 presents the respondents top ten components to be used for linking employee-training activities to their organization's succession plans. Tukey and Scheffe's tests were used for post hoc comparisons.

Table 30. High, neutral and low scores and percentages by management level

Score	GS-12	%	GS-13	%	GS-14	%	GS-15	%
High (4 & 5)	375	52.60	649	57.00	508	62.70	293	56.90
Neutral (3)	183	25.70	204	17.90	125	15.40	102	19.80
Low (1 & 2)	155	21.70	285	25.00	177	21.80	120	23.30
Total	713		1138		810		515	

Table 31. Respondents' top-ten components to be used for linking training activities

Rank	Components
1	Job rotational assignments
2	Accountability statement included in Middle managers' performance appraisal
3	Accountability statement included in HR managers' performance appraisal
4	Action learning
5	Job shadowing
6	Management and subordinate employees receive monetary awards
7	Training activities linked to senior management bonus percentage
8	On-the-job-training
9	Receive non-monetary incentive
10	Mentoring and coaching techniques

Section 2: Hypotheses

The three primary hypotheses were presented to support the categorical variables for the statistical analyses that were to be achieved. The statistical analyses included computation of one-way ANOVAs for the eighteen survey statements identified in the study and the literature reviewed. The two independent variables were management level and gender. The null hypotheses reflected that there would be no statistical significant difference in support by management level, by gender, and no interaction effects of management level by support at $\alpha = .05$.

Hypothesis 2a states that there are no significant differences in support by management level for the eighteen statements. During the ANOVA testing, only two of

the 18 statements (11 percent) indicated significant differences $p < .05$. The two statements that provided significant differences were S9, job rotational assignments and S13, implementation of a training database to be used as key components for ensuring employee-training activities are linked to organizational succession planning. Hypothesis 2a was retained.

Individual survey statement S9 revealed significant differences in perceptions between middle managers and supervisors at the GS-12, GS-13, GS-14 and GS-15 management levels concerning job rotational assignments being used as a tool for linking employee-training activities to organizational succession planning, $F(3, 148) = 4.444, p < .005$ (see Table 32). GS-12 respondents presented the lowest mean score of 3.74 as compared to respondents at the GS-14 management level with a mean of 4.32. Respondents at the GS-13 and GS-15 management levels presented mean scores of 4.00 and 4.04, respectively.

Table 32. Comparison of level of support by management level for statement S9

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.107	3	2.036	4.444	.005
Within Groups	67.788	148	.458		
Total	73.895	151			

The individual survey statement S13, concerning a training database being established to capture and track training activities to support the organization's future business and succession needs revealed to be statistically significant, $F(3, 148) = 2.693, p < .048$. Respondents at the GS-12 and GS-15 management levels were more in favor of

their organization having an established training database to capture all training activities. Respondents at the GS-13 and GS-14 management levels showed modest support for the training database to be used to link training activities to an organizational succession plans (see Table 33). By evident of low mean scores, the findings suggest that many federal agencies do not have an automatic database established to aid them in ensuring that their employees' training activities are linked to the organization's succession plans.

Table 33. Comparison of level of support by management level for statement S13

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.839	3	2.946	2.693	.048
Within Groups	160.830	148	1.094		
Total	169.669	151			

In summary, Hypothesis 2a was retained that related to the subjects of succession planning components being used for linking employee-training activities. Job rotational assignments and implementation of a training database to be used as key components for ensuring employee-training activities are linked to organizational succession planning were the two components among the eighteen statements that presented significant differences at $p < .05$.

Hypothesis 2b stated that there would be no significant difference in support by independent variable gender for the succession planning components to be used for linking employee-training activities. Table 34 indicates significant differences in the components of coaching and mentoring, $F(1, 150) = 7.352, p < .007$. Female respondents presented a mean score of 2.39 as compared to male respondents with a mean score of

2.87 concerning statement S1. Because there were fewer than three groups, post hoc comparison tests were not performed for the independent variable gender.

Table 34. Comparison of level of support by gender for statement S1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.357	1	8.357	7.352	.007
Within Groups	170.486	150	1.137		
Total	178.842	151			

Statement S6, concerning the component action learning to be used as a tool to link employee training to organizational succession planning, generated mean scores of 3.78 for female respondents and a score of 3.473 for male respondents, $F(1, 150) = 5.338$, $p < .018$ (see Table 35). The findings indicate significant differences in perceptions between the two groups. Female respondents indicated a high degree of support for the idea of using action learning as a tool for linking employee-training activities to succession planning. Male respondents were not as supportive.

Table 35. Comparison of level of support by gender for statement S6

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.392	1	3.392	5.338	.018
Within Groups	95.318	150	.635		
Total	98.711	151			

The individual survey statement S8 indicated gender differences concerning male and female perceptions as to job rotational assignments rarely used as a tool for linking

employee training to organizational succession planning found to have statistically significant difference, $F(1, 150) = 10.934, p < .001$, by a comparison of the mean scores of 3.914 for female respondents and 3.344 for male respondents (see Table 36).

Table 36. Comparison of level of support by gender for statement S8

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.777	1	11.777	10.934	.001
Within Groups	161.566	150	1.077		
Total	173.342	151			

Table 37 displays a difference in mean scores of female respondents of 2.53 and male respondents of 2.90 was statistically significant, $F(1, 150) = 5.732, p < .018$, for survey statement S12. Findings indicated gender differences in perceptions between the two groups concerning support for supervisors and managers receiving non-monetary awards for ensuring employee-training activities are linked to their organization's succession plans. Male respondents indicated a higher degree of support for this component, while female respondents mean score indicated little support.

Table 37. Comparison of level of support by gender for statement S12

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.153	1	5.153	5.732	.018
Within Groups	134.841	150	.899		
Total	139.993	151			

Female respondents obtained a mean score of 1.95, which was lower than the male respondents mean score of 2.25 concerning job promotions being awarded to managers and supervisors. The difference in mean scores proved to statistically significant, $F(1, 150) = 4.534, p < .036$ (see Table 38). Results suggest that male respondents perceptions were more favorable than female respondents when discussing statement S16, awarding job promotions.

Table 38. Comparison of level of support by gender for statement S16

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.209	1	3.209	4.534	.036
Within Groups	106.159	150	.708		
Total	109.368	151			

Table 39 displays the significant difference in mean scores of female respondents of 1.92 and male respondents of 2.27, $F(1, 150) = 5.510, p < .021$, for survey statement S17. Findings indicated a high degree of disagreement between the two groups concerning incentive awards being given to non-supervisory employees as a component for linking employee training. The female respondents' response strongly discourages this idea.

Table 39. Comparison of level of support by gender for statement S17

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.513	1	4.513	5.510	.021
Within Groups	122.856	150	.819		
Total	127.368	151			

In summary, findings indicated significant differences in perceptions between the two groups. Female respondents indicated a high degree of support for the idea of using action learning and job shadowing as tools for linking employee-training activities to succession planning. Even though male respondents' mean score indicated support, their mean score did not reflect the level of support as the female respondents. Male respondents, however, did provide a higher degree of support for the use of mentoring and coaching, non-monetary incentive awards and job promotions as key components to be used for linking employee training to organizational succession planning. As a result, Hypothesis 2b was rejected.

Hypothesis 2c stated that there would be no significant interaction effects in support by management level $\alpha = .05$. The interaction effects plot presented parallel lines connecting the cell means, indicating no interaction effects for support by management levels. Post hoc analysis revealed no significant differences in interaction effects for support by management level. Hypothesis 2c was retained.

The analysis of nominal data was tested using the χ^2 test. Again, the researcher hypothesized that at least 75 percent of the 152 middle managers and supervisors would

favor using the components to link employee-training activities to their organization's succession plans and that 25 percent opposes using these succession planning components. The χ^2 test was conducted with 6 degrees of freedom. The test statistic had a critical value of 12.592. Since only one of the 21 the computed χ^2 values (5 percent) exceed the critical value of 12.592, the researcher supported Hypotheses 2a.

The analysis of nominal data was tested also using the χ^2 test for level of support by gender. Two degrees of freedom were used. The test statistic had a critical value of 5.991. The χ^2 test concluded that there were no significant differences in gender perceptions concerning these succession-planning components to be used for linking employee-training activities. Because only five of the computed χ^2 values exceed the critical value of 5.991, the researcher supported Hypothesis 2b (see Table 41). The findings indicated that over 72 percent of male and female participants favored using these components to link employee-training activities to their organization's succession plans.

The analysis of nominal data was tested using the χ^2 test to determine whether the researcher supported the succession planning components was independent of management level. The researcher compared the 18 statements from the survey instrument in section two using the χ^2 test. Observed frequencies were compared to expected frequencies of occurrence. The degrees of freedom associated with this test statistic were six, resulting in the critical value of the test statistic to be 12.592. Since only one of the 21 the computed χ^2 exceeded the critical value of 12.592, the researcher supported Hypothesis 2a (see Table 40).

Table 40. Computed χ^2 scores for variable management level

Statement	χ^2	df	Critical Value χ^2	Reject or Retain
S2	10.25	6	12.592	Retain
S3	2.77	6	12.592	Retain
S4	3.516	6	12.592	Retain
S5	2.183	6	12.592	Retain
S7	2.89	6	12.592	Retain
S10	7.019	6	12.592	Retain
S11	8.79	6	12.592	Retain
S13	7.36	6	12.592	Retain
S14	4.83	6	12.592	Retain
S15	11.03	6	12.592	Retain
S18	3.26	6	12.592	Retain

Two degrees of freedom was the result of the calculations for the critical value of the test statistic of 5.991 (Hinkle, Wiersma and Jurs, 1998). The χ^2 test concluded that there were no significant differences in gender perceptions concerning these succession-planning components to be used for linking employee-training activities. Because the computed χ^2 values for 18 statements did not exceed the critical value of 5.991, the researcher supported Hypothesis 2b (see Table 41). The findings indicated that over 91 percent of male and female participants favored using these components to link employee-training activities to their organization's succession plans.

Table 41. Computed χ^2 scores for variable gender

Statement	χ^2	df	Critical Value χ^2	Reject or Retain
S2	4.01	2	5.991	Retain
S3	5.39	2	5.991	Retain
S4	2.94	2	5.991	Retain
S5	1.22	2	5.991	Retain
S7	3.54	2	5.991	Retain
S10	4.58	2	5.991	Retain
S11	3.96	2	5.991	Retain
S13	.873	2	5.991	Retain
S14	10.84	2	5.991	Reject
S15	2.64	2	5.991	Retain
S18	4.425	2	5.991	Retain

Section Three: Descriptive Statistical Summaries Interpretation and Discussion of the Results of the Dependent Variables

Section three focuses on the reasons for succession planning. The primary research question asked the questions: (1) how is succession planning perceived to be utilized in the organization by managers and supervisors; (2) are there differences in perceptions of the amount of use of succession planning by level of management and by gender; and (3) are there gender differences in perceptions of the actual usage of specific succession planning activities by management level and by gender. Findings of this data collection were analyzed and are presented in this section. The previously used subject population will also be used in this section.

To establish the level of significance, data were analyzed using one-way analysis of variances (ANOVAs) for testing of the three primary hypotheses and statistically significant findings to determine if there were significant differences in support by management level and by gender concerning components to be used for linking training activities to organizational succession plans. Independent variables, grade level and gender were used as demographic data. Twenty-eight statements were identified as dependent variables. Scores ranged between 28 and 140. Each statement was rated using a Likert scale. The Likert scale range was from 1 to 5. The twenty-eight statements were first examined as a whole and then individually.

Total mean scores indicated no significant differences in support by management level and by gender, $F(3, 148) = .557, p < .644$, (see Table 42). A standard deviation (SD) score of 6.080 was statistically derived during the data analysis to determine how much each score deviated from the mean score of 77.59. At the 95 percent confidence interval, female respondents' total mean scores ranged between 75.50 and 80.00, with an average of 77.15 and SD of 5.320. The statistical variance was 2.466, which was determined by squaring the value of SD (6.080). Summative mean scores for male participants varied from 76.12 to 78.41, resulting in an average mean score of 77.87, and a SD of 6.530. Male statistical variance score was 2.555 (see Table 43).

Table 42. Section 3 ANOVA testing of total scores for level of support by management level and by gender

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	81.174(a)	4	20.294	.542	.705
Intercept	798274.095	1	798274.095	21329.732	.000
Gender 1F2M	62.543	3	20.848	.557	.644
Grade Level	15.661	1	15.661	.418	.519
Error	5501.536	147	37.425		
Total	920704.000	152			
Corrected Total	5582.711	151			

(a): R Squared = .075 (Adjusted R Squared = .050)

Table 43. Total mean scores and Std. Dev. by management level and by gender

Gender	Grade Level	Mean Scores	Standard Dev.	n
Female	12	80	3.194	11
Male	12	78	7.799	23
Total		78.65	6.674	34
Female	13	76.65	4.96	23
Male	13	78.41	5.248	32
Total		77.67	5.157	55
Female	14	75.5	7.294	16
Male	14	78.23	6.866	22
Total		77.08	7.084	38
Female	15	77.89	2.667	9
Male	15	76.12	6.732	16
Total		76.76	5.607	25
Female		77.15	5.32	59
Male		77.87	6.53	93

Figure 3 illustrates total mean scores, indicating the degree of support by level and gender. Female Participant's at the GS-13 and GS-14 grade levels presented the lowest level of support section three. Female participants at the GS-12 and male participants at the GS-13 grade levels presented the highest level of support.

Table 44 presents the high, neutral and low scores and percentages by management level ($\alpha = .05$). GS-15 Respondents provided the highest degree of support as to the reasons for succession planning with a high score of 51.30 percent. Respondents at the GS-13 and GS-14 grade levels provided scores of 46.85 percent and 55.80 percent, respectively. However, respondents at the lower management level, GS-12 presented a score of 41.51 percent, the lowest among the four groups as reasons for succession planning.

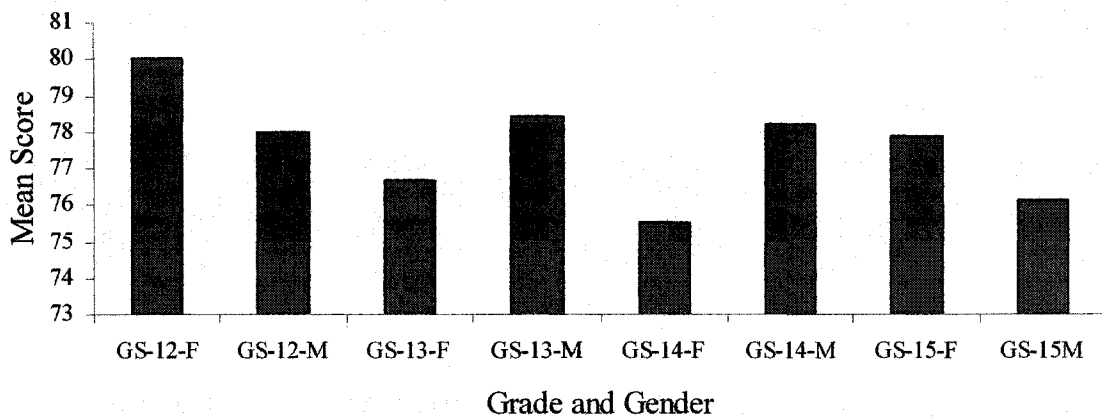


Figure 3. Bar chart for total mean scores by management level and by gender

Table 44. Total high, neutral and low scores by management level

Score	GS-12	%	GS-13	%	GS-14	%	GS-15	%
High (4&5)	1110	41.51	1999	46.85	1335	45.80	984	51.30
Neutral (3)	885	33.10	951	22.29	679	23.29	363	18.92
Low (1&2)	679	25.40	1317	30.86	901	30.90	572	29.81
Total	2674		4267		2915		1919	

Of the 152 participants, 110 indicated (72 percent) indicated that succession planning should be used as a key element when developing and implementing the organization's business plan. Sixty-five percent of the respondents' perceptions supported using succession planning to help resolve workforce diversity issues. Fifty-two percent, the lowest percentage among the top ten reasons indicated that the participants' perception of succession planning was to be used for improving organizational workforce planning strategies. Table 45 provides the respondents remaining top ten reasons for succession planning.

Table 45. Probability statements with significance relative to the primary hypotheses

(p < .05)

Statements	Sig. Mgmt Level	Sig. Gender
*S3: Our organization uses succession planning as a tool to increase job opportunities for its employees.	.016	.647
**S5: Our organization does not use succession planning as a key element when developing and implementing its strategic business plan.	.035	.004
*S6: Our organization utilizes succession planning as a tool for coping with the effect of organizational downsizing.	.004	.623
*S10: Our organization rarely uses succession planning as a tool to improve employees' ability to respond to changing workload demands.	.015	.167
*S13: Our organization uses succession planning as a tool for ensuring that employee training and career development programs are linked to the organization's business strategy needs.	.032	.065
*S15: Our organization utilizes succession planning to help ensure that employee training activities that are identified in the employee's IDP supports the organization's business needs.	.008	.374

Table 45. (con't)

**S21: Our organization uses succession planning to communicate upward and laterally job moves.	.664	.017
*S23: The organization seldom utilizes succession planning to help define the organization's short-term and long-term goals and objectives and to help determine workforce trends and predictions.	.013	.132
**S25: The organization uses an automatic database to ensure that employee-training, education and career development activities are linked to organizational succession plan.	.007	.045
*S27: Instead of implementing succession plans, management chooses successors who have similar experience as themselves rather than identifying employees with different profile of skills and experience needed to support the mission of the organization.	.028	.644
**S28: There is no need for succession panning in my organization because management always follow-up on employee career development activities.	.017	.033

Section Three: Analyses and Discussion of Primary Hypotheses Numbers 3a – 3c

The three primary hypotheses of section three of the survey instrument were discussed in Chapter One. The hypotheses were presented to support the categorical

variables for the statistical analyses that were to be achieved. The statistical analyses included computation of one-way ANOVAs for the twenty-eight survey statements identified in the study and the literature reviewed. The two independent variables are management level and gender. The null hypotheses reflected that there would be no statistical significant difference in support by management level, by gender and no interaction effects in level of support by management level ($\alpha = .05$).

Hypothesis 3a states that there would be no significant differences in support by management level for the twenty-eight dependent statements at $p < .05$. During the ANOVA testing, 10 of the 28 statements (36 percent) probability statements indicated significant differences in support by management level. Of these 10 statements, three (30 percent) indicated significant difference in support by both management level and gender. One of the 28 statements (3.6 percent) indicated significant difference in support by gender for $p < .05$ (see Table 45).

Support by management level of individual survey statement S3, "Our organization uses succession planning as a tool to increase job opportunities for its employees", presented a total mean score of 2.43, which was sufficient to produce a statistical significant difference, $F(3, 148) = 3.550, p < .016$ (see Table 46). Tukey and Scheffe's post hoc comparison test presented difference in the mean scores of 2.03 and 2.32 for GS-14 and GS-15 grade level respondents as compared to the mean scores of 2.68 and 2.60 for GS-12 and GS-13 grade level respondents, which proved to be significant between the four groups. The results suggest that respondents at the GS-12 and GS-13 management levels support the idea that succession planning can be used as a tool to help increase employee job opportunities.

Table 46. Comparison for level of support by management level for statement S3

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.149	3	3.383	3.550	.016
Within Groups	141.055	148	.953		
Total	151.204	151			

Statement S5 concerning the organization not using succession planning as a key element when developing and implementing its strategic business plan, resulted in significant difference in mean scores among the four groups. Male and female participants at the GS-14 and GS-15 grade levels presented the highest mean scores of 3.79 and 3.84 as compared to GS-12 male and female participants with the lowest mean score of 3.24. Male and female participants at the GS-13 grade level revealed a mean score of 3.62. The high degree of interaction among the four groups resulted in significant difference, $F(3, 148) = 2.943, p < .035$ (see Table 47).

Table 47. Comparison for level of support by management level for statement S5

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.323	3	2.441	2.943	.035
Within Groups	122.775	148	.830		
Total	130.099	151			

The individual survey statement S6, concerning the organization utilizing succession planning as a tool for coping with the effect of organizational downsizing, presented modest support among the four management levels. Respondents at the GS-15

grade level revealed the lowest mean score of 2.20, which was found to be statistically significant, $F(3, 148) = 4.667, p < .004$ (see Table 48). Respondents at the GS-14 and GS-13 grade levels presented the second lowest mean scores of 2.45 and 2.67, respectively. Respondents at the GS-12 grade level revealed the highest mean score of 3.06, indicating a high degree of support for statement S6.

Table 48. Comparison for level of support by management level for statement S6

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.239	3	4.080	4.667	.004
Within Groups	129.386	148	.874		
Total	141.625	151			

Mean scores for support by management level concerning succession planning being used as a tool to improve employees' ability to respond to changing workload demands generated statistically significant, statement S10, $F(3, 148) = 3.582, p < .015$. By comparison, a mean score for respondents at the GS-12 grade level was 2.91, 2.49 for GS-13 grade level respondents, 2.29 for GS-14 grade level respondents and a score of 2.16 for respondents at the GS-15 grade level (see Table 49).

Table 49. Comparison for level of support by management level for statement S10

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.284	3	3.428	3.582	.015
Within Groups	141.657	148	.957		
Total	151.941	151			

The individual survey statement referencing succession planning being used as a tool to ensure employee training and career development programs are linked to their organization's business strategy needs generated significant differences in perceptions among the four management levels, $F(3, 148) = 3.024, p < .032$. Respondents at the GS-12 and GS-13 grade levels provided the highest mean scores of 2.82 and 2.67, correspondingly. Respondents at the GS-14 and GS-15 grade levels presented similar mean scores of 2.26 and 2.28 (see Table 50).

Table 50. Comparison for level of support by management level for statement S13

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.304	3	2.768	3.024	.032
Within Groups	135.459	148	.915		
Total	143.763	151			

Succession planning being used to ensure employee training activities that are identified in the employees' IDP supports the organization's business needs presented a significant difference, statement S15, $F(3, 148) = 4.128, p < .008$. The lowest degree of support was derived from respondents at the GS-15 grade level with a mean score of 1.96, respondents at the GS-14 grade level presented a mean score of 2.32 and respondents at the GS-13 grade level revealed a mean score of 2.56. The highest degree of support was related to respondents at the GS-12 grade level with a mean score of 2.74 (see Table 51). The results suggest that respondents at the GS-12 grade level supports the idea of using succession planning to help ensure that the training activities that are

identified in the employee's individual development plan supports the organization's business needs.

Table 51. Comparison for level of support by management level for statement S15

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.152	3	3.384	4.128	.008
Within Groups	121.315	148	.820		
Total	131.467	151			

For statement S23, on the subject of organizations seldom using succession planning to help define their short-term and long-term goals and objectives, respondents at the GS-15 grade level presented a mean score of 3.96, which generated a significant difference, $F(3, 148) = 3.706, p < .013$. Respondents at the GS-14 management level revealed a mean score of 3.47; and respondents at the GS-13 and GS-12 management levels revealed a mean score of 3.29 and 3.21, respectively (see Table 52). Findings suggest that the four management levels supports the idea of succession planning to be used to help define their organization's short and long-term goals and objectives and to aid in determining workforce trends and predictions.

Table 52. Comparison for level of support by management level for statement S23

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.866	3	3.289	3.706	.013
Within Groups	131.338	148	.887		
Total	141.204	151			

The individual survey statement associated with management choosing successors who have similar experience as themselves rather than identifying employees with different profile of skills and experiences needed to support the mission of their organization resulted in a statistically significant difference, statement S25, $F(3, 148) = 4.179, p < .007$. Respondents at the GS-15 grade level provided the highest mean score of 3.80, indicating agreement with statement S27. Respondents at the GS-14 and GS-13 grade levels presented similar scores of 3.45 and 3.55, respectively. GS-12 respondents surrendered the lowest mean score of 3.00 (see Table 53). The results propose that employees with the most qualified experience may not be provided a promotion opportunity.

Table 53. Comparison for level of support by management level for statement S25

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.565	3	3.855	4.179	.007
Within Groups	136.534	148	.923		
Total	148.099	151			

The individual survey statement S27, concerning the organization using an automatic database to ensure employee training, education and career development activities are linked to organizational succession planning revealed to be statistically significant, $F(3, 148) = 3.120, p < .028$. Participants at the GS-12 grade level provided the highest level of support with a mean score of 2.76 as compared to participants at the GS-15 grade level with the lowest mean score of 1.96. Participants at the GS-13 grade level surrendered the second highest mean score of 2.49 as compared to GS-14 grade

level participants with a mean score of 2.18 (see Table 54). By evident of low mean scores, the findings suggest that many federal agencies do not have an automatic database established to aid them in ensuring that their employees' training activities are linked to the organization's succession plans.

Table 54. Comparison for level of support by management level for statement S27

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.436	3	3.479	3.120	.028
Within Groups	165.031	148	1.115		
Total	175.467	151			

The final survey statement, S28 generated statistically significant difference, $F(3, 148) = 3.511, p < .017$, concerning succession planning is not required because management always follow-up on employee career development activities. Respondents at the GS-13 management level presented the lowest mean score of 1.71, while the highest mean score of 2.29 was presented by respondents at the GS-12 management level. Respondents at the GS-14 and GS-15 management levels produced similar mean scores of 1.95 and 2.00 (see Table 55). The findings insinuate that management does not always follow-up on employee-career development activities; and succession planning is needed.

Table 55. Comparison for level of support by management level for statement S28

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.280	3	2.427	3.511	.017
Within Groups	102.299	148	.691		
Total	109.579	151			

In summary, 10 of the 28 survey statements (36 percent) provided statistically significant differences at $p < .05$ that related to the reasons for succession planning by the independent variable management level. The null hypothesis was rejected and the alternative hypothesis was retained. Individual factors that revealed significant differences that related to management level concerning succession planning being used as a tool to: (1) increase job opportunities; (2) develop strategic business plans; (3) cope with organizational downsizing; (4) manage changing workload demands; (5) link employee training and career development to organizational business strategy needs; (6) ensure employee IDP supports organizational business needs; (7) help define short-term and long-term goals and objectives; (8) help develop an automatic database; (9) help identify employees with different profile of skills; and (10) ensure follow-up by management on employee career development.

Hypothesis 3b stated that there would be no significant difference in support by variable gender as to reasons for succession planning. Column three of Table 46 indicates significant difference in gender perceptions concerning organizations not using succession planning as a key element when developing and implementing their strategic business plan, $F(1, 150) = 7.535, p < .004$. Female respondents presented a mean score of

3.880 as compared to male respondents with a mean score of 3.461 (see Table 56).

Findings suggest that female respondents view succession planning as a key element when organizations develop and implement their strategic business plan.

Table 56. Comparison for level of support by gender for statement S5

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.004	1	7.004	8.535	.004
Within Groups	123.094	150	.821		
Total	130.099	151			

For the individual statement S21, “Our organization uses succession planning to communicate upward and laterally job moves”, presented mean scores of 2.92 for female participants and a mean score of 2.705 for male participants, which resulted to be statistically significant, $F(1, 150) = 5.866, p < .017$ (see Table 57). Findings suggest that male respondents were more favorable of their organization using succession planning to communicate upward and laterally job moves.

Table 57. Comparison for level of support by gender for statement S21

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.227	1	6.227	5.866	.017
Within Groups	159.240	150	1.062		
Total	165.467	151			

Organizations using an automatic database to ensure employee training, education and career development activities are linked to their succession plans surrendered

significant difference, $F(1, 150) = 4.082, p < .045$. Male respondents generated a higher level of support with a mean score of 2.470 as compared to female respondents with a mean score of 2.155 (see Table 58). The findings indicated significant difference in perceptions between the two gender groups. Female respondents indicated a lower degree of support for their organization using an automatic database to link employee training, education and career development activities to its succession plans.

Table 58. Comparison for level of support by gender for statement S25

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.924	1	3.924	4.082	.045
Within Groups	144.175	150	.961		
Total	148.099	151			

For statement S28, no need for succession planning because management always follow-up on employee career development activities, generated mean scores of 1.820 for female respondents and a score of 2.091 for male respondents that proved statistically significant, $F(1, 150) = 4.640, p < .033$ (see Table 59). The findings insinuate significant difference in perceptions between gender groups. Female respondents showed little support for the idea of not implementing succession planning because management always follow-up on their employees' career development activities.

Table 59. Comparison for level of support by gender for statement S28

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.288	1	3.288	4.640	.033
Within Groups	106.291	150	.709		

Total	109.579	151
-------	---------	-----

In summary, Hypothesis 3b was retained that related to the subject of reasons for succession planning by the independent variable gender. Only four of the 28 statements (14 percent) presented statistical significant differences in support by gender. Female respondents indicated little support for three of the four dependent statements as compared to male respondents with modest support for all four statements. Among the four individual survey statements, significant factors were eminent between male and female respondents as to the reasons for succession planning. The reflection of a high mean score indicated that female respondents viewed succession planning as a key element when developing and implementing organizational strategic business plans. Female respondents were less supportive of the idea concerning their organization using succession plans to communicate upward and laterally job moves for their employees. They were also unfavorable to the idea of using an automatic database to link employee training, education and career development activities to their organization's succession plans as compared to male respondents who mean score indicated high support for implementing an automatic database. Even though both gender groups revealed little support to the concept of not implementing succession planning because management always follow-up on their employees' career development activities, female respondents' perceptions revealed the strongest disagreement as to the need for implementing a succession plan to help management track employee career development activities.

Hypothesis 3c stated that there would be no significant interaction effect of management level by support ($\alpha = .05$). The interaction plot presented parallel lines

connecting the cell means of the interaction of effect of the four management levels by support. Post hoc analysis revealed no significant differences in interaction effects in support by management level. Findings indicated that federal managers and supervisors at the GS-12, GS-13 and GS-14 grade levels were equally supportive of the reasons for succession planning in this section with mean scores of 78.530, 77.619 and 77.027, respectively. The findings would stand to reason that federal male and female managers and supervisors supported the reasons for succession planning.

Analysis of nominal data was tested using the χ^2 test. The test statistic was computed using six degrees of freedom, which resulted in a critical value of the test statistic of 12.592 (Hinkle, Wiersma and Jurs, 1998). Twenty-two of the 28 computed χ^2 values did not exceed the critical value of 12.592; therefore, the researcher retained the Hypothesis 3a, and concluded that the perceptions among the management groups were homogeneous regarding the reasons for succession planning. The differences between the observed and expected frequencies were also sufficient. The eight management groups surrendered a favorable rating of 78.57 percent as compared to the expected rating of 75 percent concerning the utilization of the survey statements as reasons for succession planning (see Table 60). Statements S2, S3, S5, S6, S9 and S28, were rejected because they exceed the critical value of 12.592.

Table 60. Section 3 computed χ^2 for Variable Management Level

Statement	$(O - E)^2/E$	df	Critical Value χ^2	Reject or Retain
S1	4.735	6	12.592	Retain
S2	18.01	6	12.592	Reject
S3	19.90	6	12.592	Reject
S4	10.98	6	12.592	Retain
S5	15.73	6	12.592	Reject
S6	23.82	6	12.592	Reject
S7	12.08	6	12.592	Retain
S8	2.123	6	12.592	Retain
S9	13.56	6	12.592	Reject
S10	8.58	6	12.592	Retain
S11	9.178	6	12.592	Retain
S12	11.10	6	12.592	Retain
S13	6.29	6	12.592	Retain
S14	2.77	6	12.592	Retain
S15	6.68	6	12.592	Retain
S16	8.10	6	12.592	Retain
S17	11.02	6	12.592	Retain
S18	7.94	6	12.592	Retain
S19	3.53	6	12.592	Retain
S20	6.67	6	12.592	Retain
S21	6.53	6	12.592	Retain
S22	7.01	6	12.592	Retain
S23	11.52	6	12.592	Retain
S24	8.55	6	12.592	Retain

Table 60. (con't)

S25	9.73	6	12.592	Retain
S26	4.767	6	12.592	Retain
S27	10.16	6	12.592	Retain
S28	16.75	6	12.592	Reject

The researcher compared observed frequencies with expected frequencies of occurrence to determine the level of support by gender. The computed χ^2 values for 24 of the 28 statements did not exceed the critical value of 5.991. Therefore, because there were no differences in gender perceptions concerning the reasons for succession planning, the researcher supported Hypothesis 3b (see Table 61). The findings indicated that 86 percent of male and female respondents favored using these survey components as reasons for succession planning.

Table 61. Section 3 computed χ^2 for Variable Gender

Statement	$(O - E)^2/E$	df	Critical Value χ^2	Reject or Retain
S1	1.386	2	5.991	Retain
S2	2.39	2	5.991	Retain
S3	.4256	2	5.991	Retain
S4	5.708	2	5.991	Retain
S5	8.747	2	5.991	<u>Reject</u>
S6	1.056	2	5.991	Retain
S7	2.23	2	5.991	Retain
S8	.837	2	5.991	Retain
S9	1.72	2	5.991	Retain

Table 61. (con't)

S10	1.55	2	5.991	Retain
S11	1.106	2	5.991	Retain
S12	3.30	2	5.991	Retain
S13	4.53	2	5.991	Retain
S14	2.35	2	5.991	Retain
S15	1.603	2	5.991	Retain
S16	1.39	2	5.991	Retain
S17	.156	2	5.991	Retain
S18	6.13	2	5.991	Reject
S19	3.72	2	5.991	Retain
S20	1.94	2	5.991	Retain
S21	7.846	2	5.991	Reject
S22	2.29	2	5.991	Retain
S23	2.98	2	5.991	Retain
S24	4.92	2	5.991	Retain
S25	7.80	2	5.991	Reject
S26	.141	2	5.991	Retain
S27	2.36	2	5.991	Retain
S28	5.73	2	5.991	Retain

In summary, the research hypothesized that there would be no difference in support by management level and gender as to the survey items concerning reasons for succession planning. The researcher's decision to support the survey statements as reasons for succession planning was independent of both management level and gender.

To support his decision, the researcher calculated the observed frequencies with expected

frequencies of occurrence to determine whether to reject or retain the Hypothesis 3a. For Hypothesis 3a, the eight management levels revealed a 78.57 percent approval rating in support of employing the survey statements as reasons for succession planning.

Additionally, the gender approval rating was 86 percent.

Section Four: Comparative Statistical Analyses of the Data, Interpretation and Discussion of the Results for the Dependent Variables

Section Four of the survey instrument asked the questions as to what are the most perceived barriers to succession planning by managers and supervisors, are there differences in perceptions of the number of barriers to succession planning by level of management and by gender and are there differences in perceptions by level of management and by gender of the specific barriers occurring. The focus of this section is to examine federal middle managers and supervisors' perceptions as to the perceived barriers impacting organizational succession planning. The subject population consisted of 152 participants, 59 female and 93 male respondents. Section four of the survey instrument consisted of 15 survey statements. Findings of the data collection were analyzed and will be discussed in this section.

Section Four: Descriptive Statistical Summaries, Interpretation and Discussion of the Results of the Dependent Variables

Section four also provides the statistical analyses for testing of the three primary hypotheses and statistically significant findings of the one-way ANOVAs to determine if there were significant differences in support by management level and by gender

concerning barriers impacting organizational succession planning. The statistically significant findings of the two-way ANOVAs were calculated to determine if there were significant interaction effects in the level of support by management level. The statistical data revealed that four of the 15 statements (27 percent) had significant differences in support by management level and, three of the 15 statements (20 percent) had significant differences in support by gender ($\alpha = .05$). Total mean scores indicated no significant differences in the level of support by management level, $F(3, 148) = 2.30, p < .080$ (see Table 62). Total mean scores indicated no significant differences in the level of support by gender, $F(1, 151) = .001, p < .975$ (see Table 63). The presentation and discussion of the findings of this research will focus on the five individual survey statements with statistically differences by management level and by gender that were identified during the data analyses.

Table 62. Section 4 ANOVA testing of total scores for support by management level and by gender

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	194.246(a)	4	48.562	1.738	.145
Intercept	200655.309	1	200655.309	7182.407	.000
Gender 1F2M	192.734	3	64.245	2.300	.080
Grade Level	.028	1	.028	.001	.975
Error	4106.747	147	27.937		
Total	235415.000	152			
Corrected Total	4300.993	151			

(a): R Squared = .045 (Adjusted R Squared = .019)

Table 63 presents the respondents' top ten statements concerning barriers impacting succession planning in their organization. A single asterisk indicates significant differences in support by either management level or gender ($p < .05$). Each statement with significant differences will be analyzed and discussed.

Table 63. Respondents' Top-ten Barriers Impacting Succession Planning

Survey Statement	Rank	%	Significance of Mgmt Level	Sig. of Gender
• Insufficient time and resource	1	67.0	.241	.548
• Lack of support from senior executives	2	66.3	.027*	.014*
• Lack of commitment and consensus among senior executives, managers and employees	3	64.0	.473	.389
• Senior management wanting to utilize the merit promotion system	4	63.8	.895	.047*
• Senior executives' quick fix attitude	5	63.6	.007*	.969
• Organization developed its own system	6	63.1	.206	.082
• All level of management refuses to participate.	7	63.0	.029	.044*
• Overburden of work bestowed on middle manager and supervisors	8	60.7	.011*	.840
• Due to a large number of retired personnel that are available	9	60.6	.162	.464
• Management does not like change.	10	60.2	.263	.574

* (p < .05)

Table 64 conveys the high, neutral and low scores (H-N-L) and percentages as to the level of support for the survey statements. Participants at the GS-12 grade level provided the lowest level of support for the barriers listed in the survey instrument, with a percentage of 38.1 percent. The other three management groups provided similar percentages of 30.65, 31.95 and 33.1, respectively. Meanwhile, respondents at the GS-15 grade level provided the highest level of support with 32.17 percent in favor of the barriers impacting succession planning. Overall, the findings suggest that the four groups presented a high neutral percentage in response to the survey statements concerning barriers impacting succession planning in their organization.

Table 64. Total high, neutral and low scores for support by management level

Score	GS-12	%	GS-13	%	GS-14	%	GS-15	%
High	191	15.18	541	24.45	443	29.67	314	32.17
Neutral	588	46.70	993	44.90	573	38.40	339	34.70
Low	479	38.10	678	30.65	477	31.95	323	33.10
Total	1258		2212		1493		976	

Table 65 provides section four's total mean scores for level of support by management level and by gender. Mean scores of 37.91 and 36.57 for female and male respondents at the GS-12 grade level was the lowest among the eight management groups, indicating little support for section four concerning barriers impacting their organization's succession-planning program. Female participants at the GS-13 grade level and male participants at the GS-14 grade level provided the highest level of support with mean scores of 40.26 and 39.91, respectively. Overall, the statistical data revealed no significant differences in support by management level or by gender as to the barriers

impacting organizational succession planning. Figure 4 provides a bar chart for the total mean scores for section four.

Table 65. Section Four total scores for support by management level and by gender

Grade Level	Gender	Mean	Std. Deviation	n
12	Female	37.91	6.268	11
	Male	36.57	5.830	23
	Total	37.00	5.914	34
13	Female	40.26	3.899	23
	Male	39.81	4.908	32
	Total	40.00	4.480	55
14	Female	38.44	4.211	16
	Male	39.91	6.582	22
	Total	39.29	5.685	38
15	Female	38.89	2.522	9
	Male	39.12	6.438	16
	Total	39.04	5.295	25
Total	Female	39.12	4.351	59
	Male	38.91	5.899	93
	Total	38.99	5.337	152

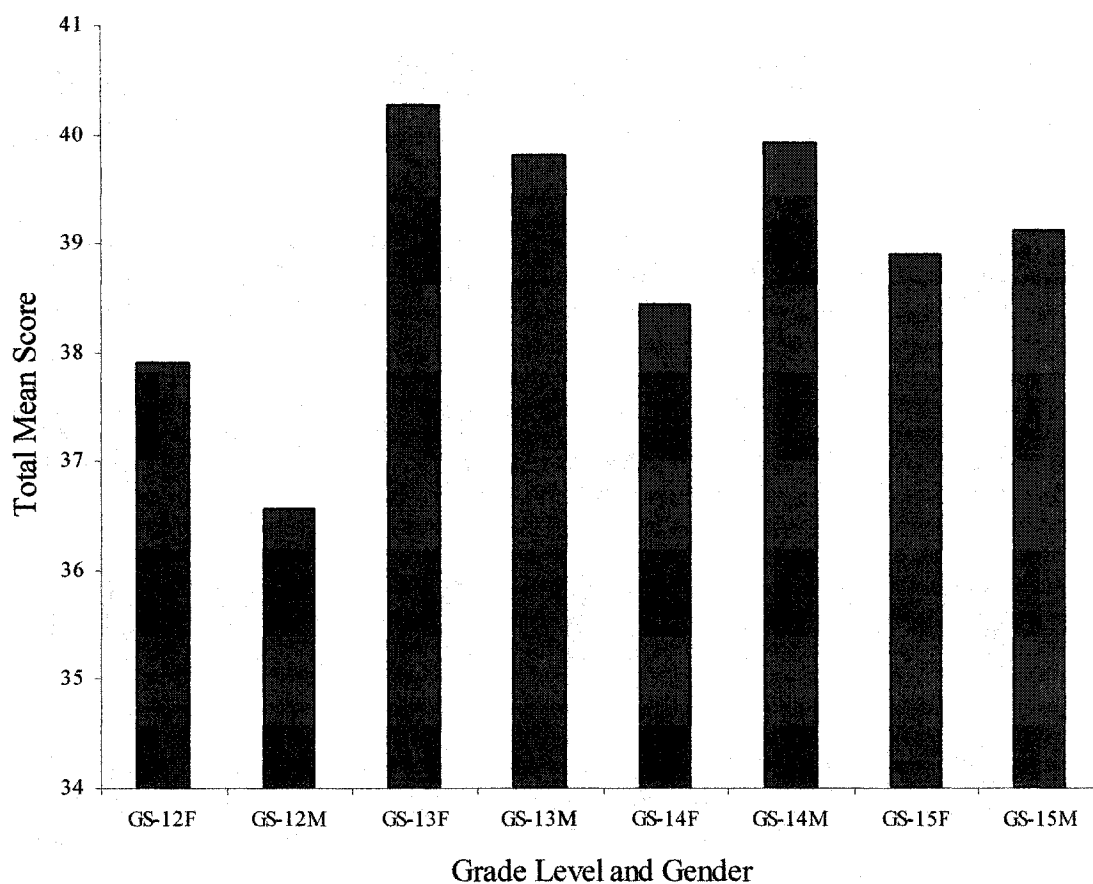


Figure 4. Total mean scores by level of management and by gender

Section Four: Analyses and Discussion of Primary Hypotheses Numbers 4a – 4c

Chapter 1 discussed the three primary hypotheses of section four of the survey instrument. The statistical analyses included computation of one-way ANOVAs for the survey statements identified in the study and the literature reviewed. The two independent variables were management level and gender. The null hypotheses reflected that there would be no statistically significant difference in support by management level,

by gender, and no interaction effects in level of support by management level ($\alpha = .05$).

Post hoc comparison testing will be discussed.

Hypothesis 4a stated that there would be no significant difference in support by management level as to the barriers impacting succession planning. One-way ANOVAs conducted on each of the 15 individual survey statements presented significant differences in support by management level concerning all levels of management refusing to participate in the development of a succession-planning program. The differences in mean scores for statement S3 proved statistically significant, $F(3, 148) = 2.905, p < .037$ (see Table 66). Post hoc test comparisons indicated that significance was revealed between respondents at GS-12 grade level as compared to respondents of the other three grade levels. Findings suggest that some managers and supervisors are reluctant to participate in the succession planning process.

Table 66. Comparison for level of support by management level for statement S3

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.074	3	2.358	2.905	.037
Within Groups	119.297	147	.812		
Total	126.371	150			

The individual survey statement S7, proved to have similar findings concerning senior executives lack of support for a succession planning program with statistically significant difference, $F(3, 148) = 3.149, p < .027$ (see Table 68). Post hoc testing indicated that respondents at the GS-12 grade level disagree with the lack of support from senior executives as compared to respondents at the GS-13, GS-14 and GS-15 grade

levels with high level of support as to the lack of support from senior executives as being a barrier in the succession planning process. Findings propose that senior executives are barriers in the succession planning process.

Table 67. Comparison for level of support by management level for statement S7

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.051	3	3.017	3.149	.027
Within Groups	140.843	147	.958		
Total	149.894	150			

Statement S10 concerning succession plans have been implemented due to senior executives' quick fix attitude generated statistically significant differences, $F(3, 148) = 4.002$, $p < .009$ (see Table 68). Managers at the GS-15 grade level provided the highest level of support as compared to GS-12 respondents with the lowest level of support. Respondents at the GS-13 and GS-14 grade levels revealed similar mean scores. Findings suggest that senior executives are not planning for succession and are placing managers in key positions without the necessary qualifications.

Table 68. Comparison for level of support by management level for statement S10

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.508	3	3.169	4.002	.009
Within Groups	116.425	147	.792		
Total	125.934	150			

Results illustrated in Table 69 found to have statistical significances, $F(3, 148) = 3.205$, $p < .025$, between the four management levels concerning the availability of retired military personnel who are highly qualified to perform the workload, however, managers, supervisors and HRO continue to implement a succession-planning program. Post hoc comparison testing indicated a significant difference between the four management levels. Findings suggest that many federal agencies are realizing the importance to plan for succession even though there are a large number of retired military personnel who have the right qualifications.

Table 69. Comparison for level of support by management level for statement S12

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.737	3	2.246	3.205	.025
Within Groups	102.998	147	.701		
Total	109.735	150			

Statement S14, focuses on the theme of overburden of work bestowed on middle managers and supervisors, therefore, succession planning has not been implemented was found to be statistically significant, $F(3, 148) = 3.656$, $p < .014$ (see Table 70). Post hoc comparison testing indicated significance differences between respondents at the GS-12 and GS-14 grade level. These findings suggest that managers and supervisors' workload are more important than the need for their organization to establish succession plans.

Table 70. Comparison for level of support by management level for statement S14

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.511	3	1.837	3.656	.014
Within Groups	73.867	147	.502		
Total	79.377	150			

Hypothesis 4b stated that there would be no significant difference in support by gender as to the barriers impacting succession planning. The difference in mean scores among male and female respondents were sufficient to create the statistically significant difference, $F(1, 150) = 4.145, p < .044$ (see Table 71). Results indicated that female respondents provided a high degree of support for statement S3, indicating a lack of teamwork within the management structure.

Table 71. Comparison for level of support by gender for statement S3

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.420	1	3.420	4.145	.044
Within Groups	122.951	149	.825		
Total	126.371	150			

The factor of lack of support from senior executives concerning the development of a succession-planning program found to be highly significant, $F(1, 150) = 6.122, p < .014$ (see Table 72). Female participants had a very high degree of support as to the lack of support by senior executives with a mean score of 3.22 as compared to male respondents with a mean of 2.82. The data suggest that there is a major difference in perceptions between the two groups as to the level of support by top management.

Table 72. Comparison for level of support by gender for statement S7

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.915	1	5.915	6.122	.014
Within Groups	143.979	149	.966		
Total	149.894	150			

For the individual statement S13 concerning succession planning not being implemented because senior management wants to utilize the merit promotion system to develop and promote its employees presented a mean score of 2.83 for female participants and a score of 2.55 for male participants, which resulted to be statistically significant, $F(1, 150) = 3.998, p < .047$ (see Table 73). Findings suggest that female respondents were less favorable of the utilization of the merit promotion system to develop and promote federal employees.

Table 73. Comparison for level of support by gender for statement S13

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.726	1	2.726	3.998	.047
Within Groups	101.592	149	.682		
Total	104.318	150			

In summary, as to barriers impacting succession planning, findings indicated no significant difference in perceptions between female and male management levels for Hypothesis 4a and no significant difference in perceptions for support by gender for

Hypothesis 4b at $p < .05$. Both Hypotheses 4a and 4b were retained. There were no interaction effects by management level.

The analysis of nominal data was tested using the χ^2 test. The 15-survey statements were used in this testing. Six degrees of freedom were used for the χ^2 test statistic, which resulted in a critical value of the test statistic of 12.592. Twelve of the 15 computed χ^2 values did not exceed the critical value of 12.592 for support by management level. The researcher retained Hypothesis 4a, and concluded that the perceptions among the management groups were homogeneous regarding the barriers impacting succession planning. The eight management groups surrendered a favorable rating of 80 percent as compared to the expected rating of 75 percent concerning the utilization of the survey statements as reasons for succession planning (see Table 74). Statements S3, S7, and S10 were rejected because they exceed the critical value of 12.592. These statements are linked to a lack of support from all levels of management concerning implementing succession plans.

Finally, the researcher performed a χ^2 test. Observed frequencies were compared to expected frequencies of occurrence. The χ^2 test resulted in 12 of the 15 statements (80 percent) not exceeding the χ^2 value of 5.991. Statements S3, S7 and S15 were rejected because they exceed the critical value of 5.991. Therefore, because there were no differences in gender perceptions concerning the reasons for succession planning, the researcher retained Hypothesis 4b (see Table 75).

Table 74. Section 4 computed χ^2 scores for variable management level

Statement	$(O - E)^2/E$	df	Critical Value χ^2	Reject or Retain
S1	6.66	6	12.592	Retain
S2	5.91	6	12.592	Retain
S3	15.58	6	12.592	Reject
S4	5.535	6	12.592	Retain
S5	5.54	6	12.592	Retain
S6	5.96	6	12.592	Retain
S7	16.07	6	12.592	Reject
S8	8.30	6	12.592	Retain
S9	3.95	6	12.592	Retain
S10	19.44	6	12.592	Reject
S11	8.09	6	12.592	Retain
S12	10.89	6	12.592	Retain
S13	8.11	6	12.592	Retain
S14	10.86	6	12.592	Retain
S15	2.84	6	12.592	Retain

Table 75. Section 4 computed χ^2 scores for variable gender

Statement	$(O - E)^2/E$	df	Critical Value χ^2	Reject or Retain
S1	1.23	2	5.991	Retain
S2	4.62	2	5.991	Retain
S3	8.03	2	5.991	Reject
S4	.50	2	5.991	Retain
S5	1.17	2	5.991	Retain
S6	1.20	2	5.991	Retain
S7	12.50	2	5.991	Reject
S8	4.67	2	5.991	Retain
S9	2.09	2	5.991	Retain
S10	.061	2	5.991	Retain
S11	1.93	2	5.991	Retain
S12	1.57	2	5.991	Retain
S13	2.98	2	5.991	Retain
S14	3.00	2	5.991	Retain
S15	7.29	2	5.991	Reject

In summary, as to barriers impacting succession planning, findings indicated no significant difference in the overall perceptions between female and male management levels for Hypothesis 4a and no significant difference in perceptions for support by gender for Hypothesis 4b at $p < .05$. Both Hypotheses 4a and 4b were retained. Hypothesis 4c was retained because there were no interaction effects by management level and gender. Individual findings, however, indicated that 23 percent of the GS-12 respondents favored senior executives supporting the implementation of succession plans.

Respondents' mean scores at the higher grade levels (GS-13, GS-14 and GS-15) indicated that senior executives are less supportive of implementing succession plans.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In the late 1990s, the Federal Government made a major paradigm shift as to how it would conduct business in the 21st century. The government's top mission was to rebuild its military forces. In an effort to support this mission, federal agencies' training budget was abridged. As managers and supervisors gravitated towards ensuring that the government's mission was being met, they failed to provide the same level of attention in training, educating and developing their most important resource—their employees. Senior leaders must therefore ensure that their managers and supervisors can maintain this “gravitational balance” by ensuring that their employees are provided with the proper training activities to meet the organization's business and succession needs and, at the same time, ensure that the organization's mission is being met.

If federal agencies are to effectively and efficiently manage the tasks and programs assigned to it through legislation, they must have a well-trained, educated and developed workforce. Ensuring that such a workforce will be in place in the future requires that federal agencies know what human capital requirements will be needed, and what skills will be required to support the organization's future business and succession needs. Two important elements federal agencies must consider: (1) the establishment of a career development culture; and (2) the need to plan for succession. As indicated in a recent report in government magazine, 54 percent of the federal workforce will meet retirement eligibility in year 2005 (O'Hara, 2000; Voinovich, 2000). These baby-boomers who joined the federal workforce in the 1960s and 1970s will depart with a

wealth of knowledge and experience, leaving federal agencies inadequately prepared to meet their business needs.

Chapter 5 consists of three sections, which will assist federal agencies in their development and succession needs. Section one discusses the summary of the research associated to organizational career development culture and succession planning, and provide key elements of the study and discusses the findings and hypotheses, which may influence additional summary, conclusions and recommendations. These key elements and findings can be found throughout the literature and may include such variables as workforce diversity, education level, ethnicity, age, gender, organization type and employee length of employment to be used in measuring other public and private organizations' success in planning for succession. It is through the perceptions of federal middle managers and supervisors that their responses and conclusions contribute credibility and validity as to the importance for federal agencies to establish organizational career development culture and succession plans. The second section discusses the conclusions derived from the research. Finally, section three introduces recommendations for implementing succession-planning programs based on the findings of this study. Section three also provides a succession-planning model and an in-house coaching and mentoring model.

Because of the literature reviewed, four research objectives were accomplished that pertained to organizational succession planning. The first objective was to examine participants' perceptions of their organization's career development culture. The second objective was to examine their perceptions as to what components of a succession planning program could be used for linking employee-training activities to the business

needs of the organization. Third, this objective explored their perceptions of reasons for succession planning. The final objective was to examine male and female middle managers and supervisors' perceptions as to barriers impacting organizational succession planning. Reviewing the literature within the context and boundaries established was used to identify gaps where theoretical and empirical decisions can be made to bring awareness of succession planning among federal agencies.

Findings of the study

The findings supported the literature on how male and female respondents differ in the ways that they think and act. The statistical data supported the theory of gender differences in perceptions concerning career development, leadership influence, social interaction and communication between male and female respondents. For example, the findings indicated that 44 of the 82 dependent statements (54 percent) were identified as having statistical significance differences concerning the subjects of career development culture, succession planning components used for linking training activities, reasons for succession planning and barriers impacting succession planning.

Coaching and mentoring were contributing factors relating to dissimilarity in male and female respondents' perceptions. Findings indicate that female and males have different perceptions of how they should receive training. Male managers and supervisors perceptions gravitated towards interpersonal networking activities such as coaching and mentoring, whereas 66 percent of the GS-12 and GS-15 female participants see training as being linked to more skill development activities such as job rotational assignments, shadowing assignments, employee exchange programs and collateral duties to aid

employees in their career development and advancement. The remaining 34 percent of the female participants (GS-13s and GS-14s) and all management levels of male participants were in consensus as to these training activities being provided. Additional findings indicated that female participants at the GS-13 and GS-14 grade levels are not receiving support from their senior leadership as to what career development tools and materials can be used to support them in their career advancement.

Finding indicated that the variable gender contributed to 13 of the 21 survey statements (62 percent) in section one meeting the rejection criteria in support of their organization promoting a career development culture ($\alpha = .05$). Tests of significance were also conducted on the level of support by gender. Eight-one percent of the male and female participants felt that their organization did not support a career development culture.

Findings suggest that there are implications for culture change, indicating that the hierarchal structure is not just typical top-down male dominance but also male lateral dominance, which may be the result as to why female managers and supervisors may prefer not to receive coaching and mentoring and are willing to rely on their KSAs for promotions. Meanwhile, male job promotion culture appears to be linked to a friendship based culture, whereas female promotion culture is linked to a KSA dependent culture.

Findings indicated that there were significant differences in the participants' perceptions in the areas of: (a) communication; (b) morale; (c) development; and (d) coaching and mentoring. Seventy-one percent of female participants at the GS-13 and GS-14 grade levels responded with negative perceptions concerning a lack of career

development culture in their organization. The lack of support for career development activities and communication from top management emerged as major contributors.

Findings revealed that even though the various training laws that were discussed in Chapter 1, which focused on employee-training activities and performance to help reduce the gap in core competencies among federal workers and to prepare them for career advancement appeared to have little impact in the career development of federal employees. Eighty-one percent of the females at the GS-13, GS-14 and GS-15 grade levels denied having a career development culture as compared to the 19 percent of female participants, at the GS-12 grade level who supported having an established career development culture.

Thirty-four percent of male participants, at the GS-13 grade level were more supportive of career development culture as compared to the remaining 66 percent of their male counterparts. On average, 54 percent of female middle managers and supervisors agreed that their organization supports promoting a career development culture, as compared to 56 percent of male participants.

Findings suggest that 58 percent of female participants at the GS-12 and GS-13 grade levels do not have written individual development plans; therefore, their IDPs are not being used as an assessment tool for linking employee-training activities to their organization's business and succession needs. Overall, findings suggested that managers and supervisors are ensuring that their employees IDPs are being updated to support the business needs of the organization.

The best career development programs are structured around action learning, training that involves solving real and important business problems (Lipman-Blumen, 1996). Even though action learning can be used to deliver a learning experience that is tailored to both the organization and the employee's own career development, 55 percent of the female respondents disagreed with their organization using action learning, career development workshops, simulations and experiential learning as career development tools. In contrast, male respondents as a whole provided a high level of support for their organization using these ideas as career development tools.

Using performance appraisals as a development activity generated a high degree of interaction by management level and by gender. Female participants' perceptions at the GS-12 grade level generated a 58 percent approval rating concerning performance appraisals not being used as a development activity as compared to 53 percent level of support among female participants at the GS-13, GS-14 and GS-15 management levels. Meanwhile, the perceptions among the four male management levels favored female participants' perceptions at the GS-12 grade level.

Findings suggest that anti-developmental mindset may have contributed to only 39 percent of GS-13 and GS-14 female managers' and supervisors' unwillingness to participate in the study. Anti-developmental consequences can be linked to those managers and supervisors whom realize that they are on the fast track may become complacent, therefore, may take fewer risks and consequently avoid activities that lead to career development (Hall, 1986; Buckner and Slavenski, 1994; Rhodes, 1988).

Researchers and leadership theorists argue that successful succession planning is linked to the improvement of employee morale by encouraging promotions from within (Feeney, 2003). Indeed, internal promotions permit an organization to utilize the skills and abilities of individuals more effectively, and the opportunity to gain a promotion can serve as an incentive for high morale (Sherman, Bohlander and Chruden, 1988). Findings revealed that 27 percent of female respondents at the GS-14 grade level agreed that a major morale problem exists in their organization, and 58 percent of female participants' at the GS-13 and GS-15 grade levels indicated that the morale in their organization is on the borderline of becoming a major problem. The perceptions among female participants at the GS-12 grade level were favorable of the morale status in their organization. Male participants' individual mean scores indicated that morale is not an issue in their organization.

According to the literature reviewed, if senior executives lack ownership or a sense of urgency, a succession program will not be effective (Rothwell, 1994; Byham, 2001). Findings indicated that 23 percent of the GS-12 respondents favored senior executives' supporting the implementation of succession plans. In contrast, respondents at the higher-grade levels (GS-13, GS-14 and GS-15) indicated that senior executives are less supportive and are barriers to implementing organizational succession plans. Females in particular indicated that senior executives' lack of support is a barrier.

Findings revealed that the utilization of the merit promotion system generated disparity in the level of support between male and female respondents. Even though the system was designed to provide greater uniformity in the succession process by promoting federal employees based upon their knowledge, skills and abilities, 64 percent

of the respondents rated the merit promotion system as the fourth most perceived barrier to organizations implementing succession plans. Female respondents' perceptions of the merit promotion system in particular supported the literature reviewed, which identifies the system as adding little or no value with regard to achieving organizational succession needs and career advancement (Ballard, 2002).

As a reflection of the low mean scores, findings suggest that there is a "glass ceiling or bottleneck effect" for female managers and supervisors at the GS-13 and GS-14 grade levels when trying to get promoted, and that there is limited support for them to grow and develop in their organization. This perception became a reality when the author was recently informed that a female manager who was acting in a senior management position and possessed all the qualifications for the job but was not promoted into the job. A male candidate who had less experience and education, and came from a different department was given the position. In essence, this is a reflection of low scores from female participants, indicating a low level of support for career development culture and succession planning in their organization. Additionally, according to a human capital study that was provided to the author during a Senior Executive Service conference in Washington, D. C. in December 2005, there are 15,219 GS-13 grade level employees, female employees accounted for only 27 percent of this workforce structure. As the grade levels increased, the female demographic population decreased, for example, of the 5,230 GS-14 grade level employees, females only comprised of about 23 percent. For the 2,656 managers and supervisors at the GS-15 grade level the female percentage reflected 18 percent. Demographic data on male and female employees at the GS-12 grade level were not provided.

As represented by high mean scores, findings suggest that the mentality among most federal middle managers, supervisors and senior executives is that they continue to ignore the need to establish organizational career development culture and succession planning. These needs appear to be ignored because management continues to rely on the Merit Promotion System (MPS) and employees Individual Development Plan to fill job vacancies and identify training needs as they arise.

Findings indicated that male and female participants at the GS-12 grade level provided the highest level of support for the list of barriers impacting succession planning, with a percentage of 38.1 percent. The other three management groups provided similar percentages of 30.65, 31.95 and 33.1, respectively. Overall, the statistical analyses presented a high neutral percentage among the management groups in response to the survey statements concerning barriers impacting succession planning in their organization.

Findings indicated that 52 percent of male and female respondents acknowledged that their organization has not established proactive solutions as to how employees can grow without moving to managerial positions, and that new work procedures, activities and responsibilities are critical elements in the career development culture process.

The quantitative survey instrument that was designed from the literature reviewed was judged to be an important tool for assessing federal middle managers and supervisors' perceptions concerning components used for linking employee-training activities to organizational succession plans. Several independent variables were perceived to create significantly different levels of support as to reasons for succession

planning. Significant differences were noted among the eight management levels on the themes of increase job opportunity, changing workload demands, key element for implementing strategic business plans, developing an automatic database, following-up on employee career development, identifying short-term and long-term goals and objectives, aiding in the job selection process and monitoring IDPs.

As the Federal Government begins to implement its new flexible pay system called "pay-banding" under Title VI of the Civil Service Reform Act, federal agencies will need to become more experience with using performance appraisals, individual development plans, on-the-job-training activities as components for linking employee-training activities to organizational succession planning (Voinovich, 2000).

The top theme that generated the most significant difference in support by both management level and gender to be used as a component for linking employee-training activities to organizational succession planning was job rotational assignments. Senior executives must allow for more female participation in action learning, job shadowing assignments and rotational assignments both internally and externally. Female respondents rated these themes as their top priorities for linking employee-training activities to their organization business and succession needs. In contrast, male respondents provided a high degree of support for the use of mentoring and coaching, non-monetary incentive awards and job promotions as key components.

Female respondents were less supportive of the ideas as to using succession planning to communicate upward and laterally job moves. Male respondents were more favorable to the idea of using an automatic database to link employee training, education

and career development activities as compared to an unfavorable rating by female respondents. Both gender groups revealed little support to the concept of not implementing succession plans because management always follow-up on employees' career development activities. Female respondents' high disagreement revealed significant differences as to the need for implementing a succession plan to help management track employee career development activities.

Conclusions

This study has examined the themes of organizational career development culture, components used to link employee-training activities to succession plans, reasons for succession planning and barriers impacting succession planning, which were identified during the literature reviewed as key elements for organizations to be aware of when planning for succession. These themes were used in the design of the survey instrument to measure federal middle managers and supervisors' perceptions as well as to obtain a comparative ranking between the two groups by management level and gender. Numerous individual statistically significant differences were uncovered during the review of the participants' survey data. Based on the findings of the research, the Federal Government is in dire need of a unified strategy to establish a career development culture and succession plans to support its current and future human capital development and retention requirements.

The key elements in building and maintaining a highly productive workforce are to plan for succession and to ensure employees at all levels of the organization are provided with vital training, education, career development, unswerving performance

measurements and incentives. Therefore, by investing in its human capital, federal agencies will reap the benefit of sustaining a more productive and trained workforce. Managers, supervisors and employees must work as a team to accomplish these goals. It is sincerely hoped that the findings and recommendations contained in this study will provide ideas and solutions that will help stimulate managers and supervisors' in becoming proactively involved in ensuring that they understand the importance of promoting a career development culture and plan for succession to better meet their workforce challenges of the 21st century.

The results of this research study have identified ideas and tools needed for establishing career development culture. The second part of this research involved the tools needed for implementing organizational succession plans and how they can be utilized within the Federal Government. If these ideas and tools can be utilized to assist federal agencies' in meeting their current and future business and succession needs, then this research will have been commendable. Various findings of significance have been noted throughout this research that can be used to help guide federal agencies during the initial and final stages of implementing a successful succession plan. Based on the findings of this research, the following conclusions have been highlighted.

Recommendations

With 23 years of federal employment, 15 in the management ranks, the author has come to realize that there are significant coaching and mentoring cultural obstacles that exist among female and male federal employees. There are conservative and liberal mindsets among both male and female federal employees when it comes to them

selecting a coach and mentor. Anecdotally, on several occasions, the author has witnessed the reluctance of both male and female federal employees to ask a male or female manager to become their mentor. Recently, a 42 year old female employee who I will call "Mary James" approached me and asked the question, "How should I approach Janet Davis who I greatly admire and ask her to become my mentor?" I told Mary to call Janet and setup an appointment. Mary responded and said, "I am afraid that if I asked her that she would decline my request." Mary then stated that she had another female manager in mind by the name of "Susan Jefferies", and that she would ask her just in case Janet denied her request. I then asked Mary, "Why not ask a male supervisor or manager?" After discussing this topic for several minutes, Mary dropped her head and stated, "I am concerned about the negative perception that may be painted in the form of sexual orientation if my peers witness me being mentored by a male manager." My advice to Mary was to not allow fear and peer pressure to become barriers when it comes to her career development and advancement.

In contrast, comments from three liberal thinking and single female employees, one approximately 27 years of age and the other two in their early to late forties preferred having male coaches and mentors. Their comments concerning male and female coaches and mentors were that, "male mentors do not see coaching and mentoring as a threat or competition" and that "they do not set you up for failure or see mentoring as a favor as do female mentors." The difference in the mindsets of the four females is that one is married and thinks very conservatively and the other three females are single and are liberal thinking employees. Additionally, I have witnessed male federal employees being denied coaching and mentoring by female managers. The comment from the female manager

was that the male employee was to “head strong”, meaning that she did not have the time to deal with a dogmatic individual. In essence, male and female employees’ underlying beliefs and assumptions have become barriers that have impacted their decision-making ability to obtain a coach or mentor and, in turn, have negated their opportunity for career development and advancement. I feel that it will, therefore, be only through continuous coaching and mentoring that these beliefs and assumptions can be removed. Pseudonyms were used in this discussion.

It is recommended that senior management escort both gender groups out of their comfort zone when establishing a coaching and mentoring program. As managers and supervisors develop their road map for career advancement, they will be required to step outside of their professional boundaries and recruit both gender groups to coach and mentor them. Additionally, both females and males must overcome the negative perception of thinking that sexual harassment, brown nosing, or that a “glassfish bowl” is in affect (everyone watching) when having a male or female mentor, according to Jane Jones, a military officer. Jones also stated that, “females prefer to use their knowledge, skills and abilities (KSAs) to get promoted, and shy away from coaching and mentoring. Females may feel that they have the required KSAs to be promoted, therefore, may feel that coaching and mentoring are not needed, and that females may not want to buddy-up because as soon as they do... they are playing on the other side of the fence, or the boss may see it as a sexual oriented opportunity...because the boss has the upper hand.”

There was consensus among the respondents as to the need for federal agencies to establish both a career development culture and succession plans. Various recommendations have been noted throughout this research study as to the importance of

these two activities. Please note that this list is by no means exhaustive; additional recommendations for organizational career development culture and succession planning are enviable and relevant.

The military (Navy, Army Air Force and Marine Corps) has an established training and development program to support its military personnel in their career development. To support its succession needs, military personnel are rotated approximately every two to three years to various duty assignments and commands. Recommend that the Department of the Navy (DoN) establish a pilot program that would require participation from federal agencies, military organizations and private organizations to measure their career development culture and to see how they are planning for succession.

Further research needs to be conducted to include qualitative strategies in terms of employee population. Ethnographic research would allow direct feedback and trust to be established between the researcher and the participant.

Additional research needs to be conducted with a larger demographic group concerning organizational career development culture and succession planning to include independent variables such as race, gender, education, years of employment, age and organization type.

Supplemental research needs to be conducted and compared with other federal agencies (non-DoN) and private organizations as to how they are establishing a career development culture and succession planning in their organizations.

Diverse knowledge and information foster innovation from cross pollination of development programs such as job shadowing, rotational assignments and employee exchange programs (Mahler and Wrightnour, 1973). The risk to implementing an employee exchange program is that the gaining organization may attempt to hire the employee. Nevertheless, the risk can be mitigated as long as the employee's current organization continue to provide the employee with challenging and rewarding task assignments, continuous career development and incentive awards for outstanding performance.

Because of the Federal Government's future pay-banding system, leadership will need to focus its attention on performance management. Performance management in a development culture will allow an organization to transition from strictly performance evaluation to a more proactive process involving senior executives, managers and employees. Because career development systems are best linked with performance management systems, they form a strong element in a career development culture (Simonsen, 1997).

Federal agencies need to implement a coaching and mentoring program to help in organizational communication, career development, morale and succession planning. To ensure participation from all levels of the organization, policies and procedures need to be established to include an accountability system. To increase the importance of the program, it should be linked to the individual's performance appraisal. An in-house coaching and mentoring model is provided in Figure 5. The coaching and mentoring model can be implemented at no financial cost to the organization.

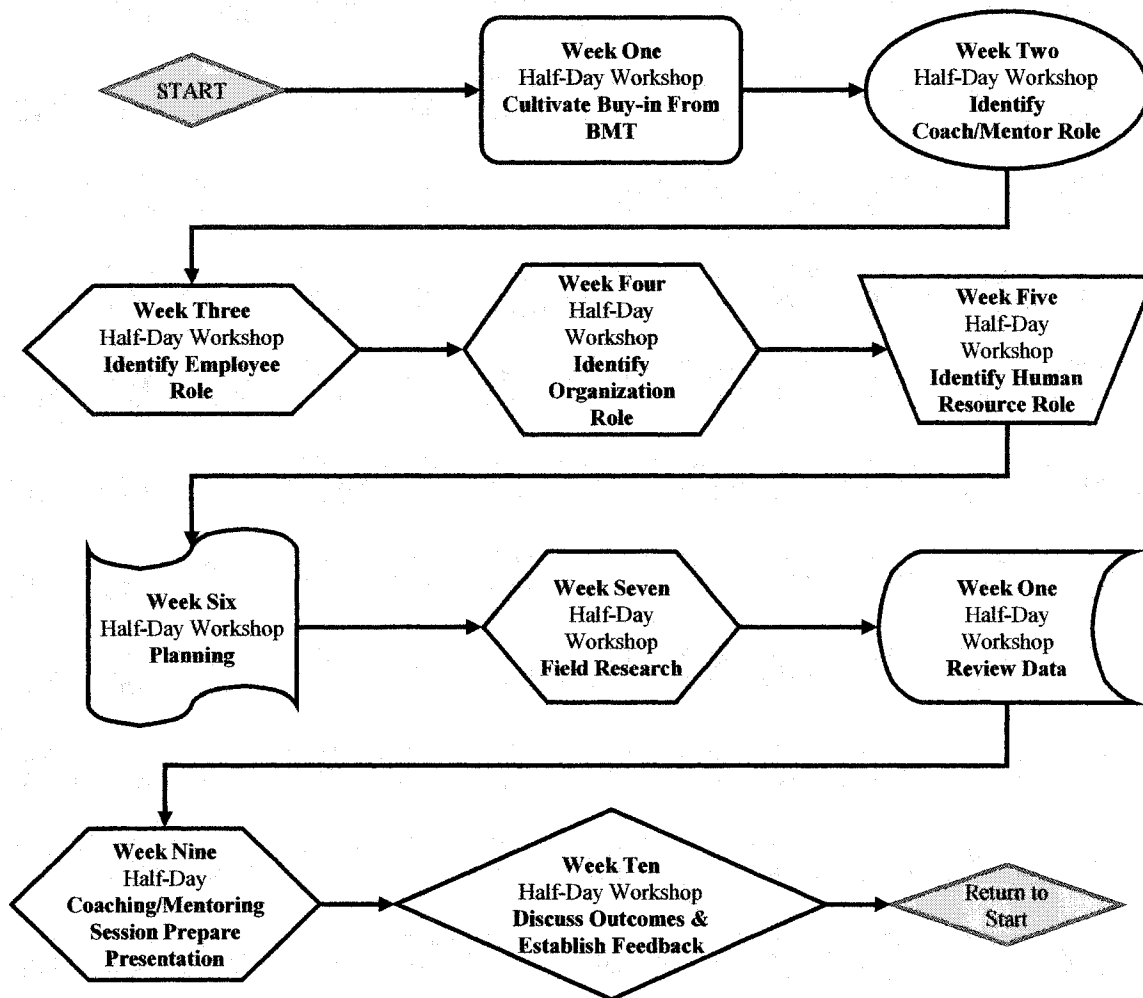


Figure 5. In-house coaching and mentoring model

Federal agencies need to develop a charter to include senior executives, managers, supervisors and subordinate employees to help in the development and implementation of a succession-planning program. Ideas and tools identified in sections two, three and four of the survey instrument can help guide the development process. Additionally, the succession-planning model located in Figure 6 accompanied by Table 76 can be used as a step-by-step implementation guide.

Recommend that federal agencies develop a diversified portfolio of employees—women and employees of color. Additionally, managers and employees alike must be held accountable for their own career development and that their development activities are linked to the organization's goals and business needs. If the programs are to be successful, support from senior executives will be critical and, in return, the organization as a whole will benefit.

Recommend that federal agencies develop a diversified portfolio of employees—women and employees of color. Additionally, managers and employees alike must be held accountable for their own career development and that their development activities are linked to the organization's goals and business needs. If the programs are to be successful, support from senior executives will be critical and, in return, the organization as a whole will benefit.

In 1993, the Performance Management and Recognition System (PMRS) replaced the Merit Pay System for managers at the GS-13, 14, and 15 grade levels. The PMRS allows an organization to provide up to five percent of the employee's basic pay as a performance award. Recommend that federal agencies utilize the Federal Government's PMRS more effectively by providing performance awards to middle managers and supervisors who coach, mentor and develop their employees and plan for succession.

Overall, the researcher's top four recommendations for federal agencies are: (1) establish a succession plan to include all employees; (2) establish an affective communication program; (3) establish an in-house coaching and mentoring program; and (4) develop a morale building program. Federal managers and supervisors can utilize the

secession-planning model and coaching and mentoring model that are included in this study to restructure their organization to meet their future human capital shortfall and development needs.

To create culture change, federal agencies must have leadership involvement. It is recommended, therefore, that each federal agency form a workforce development-advisory committee, which includes a senior leader and employees from each department of its organization and a Human Resources Officer representative. This committee will assist in developing and establishing four pervious mention programs. Additionally, a diversity-action manager should be established to oversee the progress of the committee.

The recommendations from this study can contribute to a knowledge base regarding ways as to how federal middle managers and supervisors can foster a development culture and succession-planning environment in their organization. Because the literature is sparse in these areas as it pertains to the Federal Government, the government as a whole can derive benefit from this type of research as it envision ways as to federal agencies can best link employee-training activities to their organization's business and succession needs.

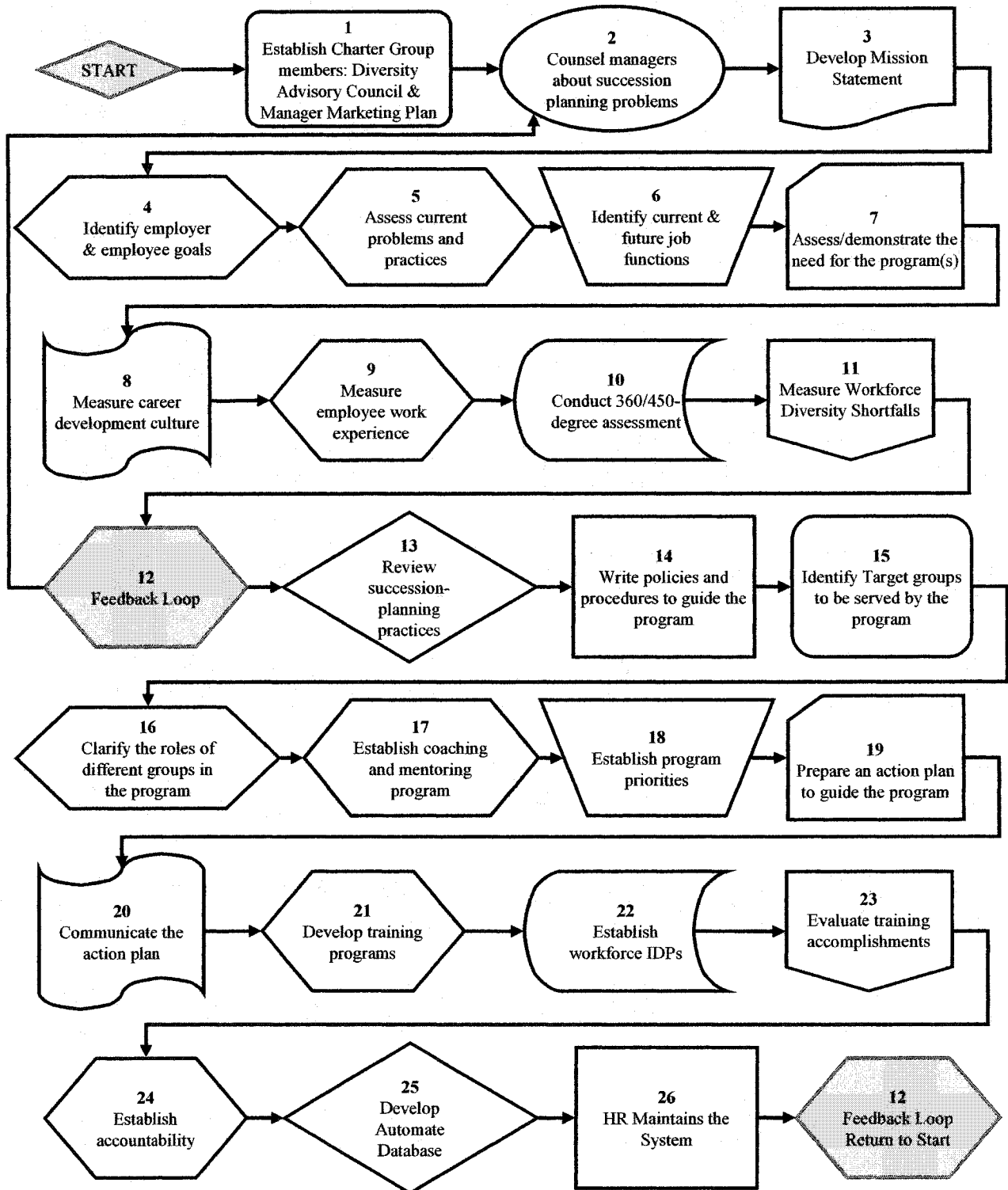


Figure 6. Succession Planning Model for Inclusive Leadership Development

Table 76. In-house coaching and mentoring instructions

Time Interval	Coaching & Mentoring Activity	Development Phase
Week One	Half-Day Workshop (Cultivate Buy-In from BMT)	<p data-bbox="748 467 1195 500">Develop a Pilot Coaching Program</p> <ul data-bbox="769 521 1398 1257" style="list-style-type: none"> <li data-bbox="769 521 1373 628">• Thirty-minute presentations to Leadership & Employees <li data-bbox="769 685 1224 718">• Purpose/Mission/Goal Identified <li data-bbox="769 751 1068 784">• Describe the Process <li data-bbox="769 816 1149 849">• Employee issues addressed <li data-bbox="769 882 1273 915">• Time, commitment & work required <li data-bbox="769 947 1305 980">• Present sample coaching strategy plans <li data-bbox="769 1002 1398 1109">• Identify Needs Assessment (leadership, teams, coaching etc.) <li data-bbox="769 1166 1078 1199">• Distribute Invitations <li data-bbox="769 1231 1386 1264">• Conduct Career Development Culture Survey
		<p data-bbox="748 1290 987 1323">Coach Assessment</p> <ul data-bbox="769 1356 1243 1841" style="list-style-type: none"> <li data-bbox="769 1356 1235 1389">• Developing a Coaching Mind-Set <li data-bbox="769 1421 922 1454">• Assessor <li data-bbox="769 1487 1073 1520">• Information Provider <li data-bbox="769 1552 997 1585">• Referral Agent <li data-bbox="769 1618 883 1651">• Guide <li data-bbox="769 1683 906 1716">• Teacher <li data-bbox="769 1749 938 1782">• Developer <li data-bbox="769 1814 1243 1847">• Mastery of Creative Collaboration
Week Two	Half-Day Workshop (Identify Coach/Mentor Role)	

Table 76. (con't)

Week Three	Half-Day Workshop (Identify Employee Role)	Employee Assessment <ul style="list-style-type: none"> • Conduct Strong Interest Inventory Survey • Skills • Values • Interests • Conduct Work/Management style survey
Week Four	Half-Day Workshop (Identify Organization Role)	Organization Assessment <ul style="list-style-type: none"> • Individual Development Plans • Coach Training Class • Career Development Workshops • EEO/Affirmative Action • Supervisory/Management Development Program • Push/Pull Approach
Week Five	Half-Day Workshop (Identify Human Resources Role)	Identify Competency Gaps <ul style="list-style-type: none"> • Conduct 360/450-degree Feedback • Mandate Learning • Clarify Myths about Coaching • Monitor Pre-Coaching Sessions
Week Six	Half-Day Workshop (Planning)	Focus <ul style="list-style-type: none"> • Best Match • Realistic Goal • Reality Testing

Table 76. (con't)

	Half-Day Workshop	Exploration
Week Seven	(Field Research)	<ul style="list-style-type: none"> • Identify Five Job Options • Field Research • Reality Testing
	Half-Day Workshop	Discuss Findings
Week Eight	(Review Data)	<ul style="list-style-type: none"> • Coach Assessment • Employee Assessment • Organization Assessment • Field Research
	Half-Day Workshop	Strategy
Week Nine	(Coaching/Mentoring Session, Prepare Presentation)	<ul style="list-style-type: none"> • What? • When? • Why? • Who? • How?
	Half-Day Workshop	Presentation
Week Ten	(Discuss Outcomes and Establish Feedback)	<ul style="list-style-type: none"> • Describe Strategy Plan • Demonstrate Behavior • Receive Feedback • Get appropriate Support • Develop a Generic Model • Develop Action Plans

List of References

- Ballard, T. N. (2002, February). Employees and managers skeptical of merit promotion process. *Government Executive Magazine*. Retrieved January 28, 2005, from <http://www.govexec.com/dailyfed/0202/020102t2.htm>.
- Beatty, R. W., Schneier, C. E., & McEvoy, G. M. (1987). Executive development and management succession. *Research in Personnel and Human Resources Management*, 5, K. M. Rowland & G. R. Ferris (Eds.), (pp. 289-322). Greenwich, CT: JAI Press.
- Borson, W. & Burgess, L. (1992). *Survivors syndrome: Across the board journal*. 29:11, 41-45. Retrieved January 20, 2003, from <http://alexia.lis.uiuc.edu/ruhleder/lis405/bib.layoffsurvivors.html>.
- Borwick, C. (1991, November). The logic of succession planning and why it has not worked. *The HRPlanning Newsletter*, 12:10, 1-5.
- Borwick, C. (1992, January). The logic of succession planning and why it has not worked. *The HRPlanning Newsletter*, 12:11, 1-5.
- Borwick, C. (1993). Eight ways to assess succession plans. *Human Resources Magazine*, 38:5, 108-115.
- Brady, G. F. & Helmich, D. L. (1984). *Executive succession: toward excellence in corporate leadership*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Breeze, J. D., & Bedeian, A. G. (1988). *The administrative writing of henri fayol: A bibliographic investigation* (2nd ed.), Public Administration Series: Bibliography # P-2529, Monticello, IL: Vance Bibliographies.

- Buckner, M. & Slavenski, L. (1988). *Career development programs in the workplace*, (Report No. RI88062005). Columbus, OH: Center on Education and Training for Employment, Ohio State University. (ERIC Document Reproductive Service Information Series 333).
- Buckner, M. & Slavenski, L. (2000). *Succession planning: Career development*. American Society for Training and Development. Atlanta, GA: National Training Systems, Inc.
- Burnett, R. S. & Waters, J. A. (1984, May). The action profile: A practical aid to career development and succession planning. *Business Horizons*, 15-21.
- Byham, W. C. (2001), Succession planning: Growing your own leaders. *Executive Talent*, 2:2, 64-71.
- Carey, D. C. & Ogden, D. (2000). *CEO succession: A window on how boards can get it right when choosing a new chief executive*. New York, NY: Oxford University Press.
- Carnazza, J. P. (1982). *Succession/replacement planning: Programs and practices*. Center for Research in Career Development. Columbia University, 1-71.
- Clark, L. A. & Lyness, K. S. (1991). Succession planning as a strategic activity at Citicorp. In L. W. Foster (Ed.). *Advances in Applied Business Strategy*, (pp. 205-224). Greenwich, CT: JAI Press.
- Charan, R., Drotter, S. & Noel, J. (2001). *The leadership pipeline: How to build the leadership powered company*. San Francisco, CA: Jossey-Bass.
- Converse, J. M. & Presser, S. (1986). *Survey questions: Handcrafting the standardized questionnaire*. Thousand Oaks, CA: Sage Publications, Inc.

- Cox, T. Jr. (2001). *Creating the multicultural organization*. San Francisco, CA: Jossey-Bass.
- Dillman D. A. (2000). *Mail and internet surveys: The tailored design method*. New York, NY: John Wiley and Sons, Inc.
- Dovidio, J. F., Brown, C. E., Heltman, K., Ellyson, S. L. & Keating, C. F. (1988). Power displays between women and men in discussions of gender-linked tasks: A multichannel study. *Journal of Personality and Social Psychology*, 55, 580-587.
- Drucker, P. F. (2002). *Managing in the next society*. New York, NY: St. Marin's Press.
- Duerst-Lahti, G. & Kelly, R. M. (Eds.). (1995). *Gender power, leadership and governance*. Ann Arbor, MI: University of Michigan Press.
- Eastman, L. J. (1995). *Succession planning: An annotated bibliography and summary of commonly reported organizational practices*. Greensboro, NC: Center for Creative Leadership.
- Executive Knowledge Works (1987). *Succession planning in America's corporation*, Palatine IL: Anthony J. Fresina & Associates, Inc.
- Feeney, S. (2003, August). Irreplaceable you: Succession planning 101, *Workforce Management Magazine*, 36-40. Retrieved November 5, 2003, from <http://www.workforce.com/archive/feature/23/48/96/index.php>.
- Fitz-enz, J. (2000). *The ROI of human capital: Measuring the economic value of employee performance*. New York, NY: AMACOM.
- Foddy, W. (2001). *Constructing questions for interviews and questionnaires: Theory and practice in social research*. New York, N Y: Cambridge University Press.

- Fulmer, R. M. & Goldsmith, M. (2001): *The leadership investment: How the world's best organizations gain strategic advantage through leadership development*, New York, NY: American Management Association.
- Getty, C. (1993). Planning successfully for succession planning. *Training and Development*, 47:11, 31-33.
- Giber, D., Carter, L. & Goldsmith, M. (2000). *Best practices in leadership development handbook: Case studies instruments training*. San Francisco, CA: Jossey-Bass/Pfeiffer.
- Gray, I. (1984). *General and industrial management*. New York, NY: IEEE Engineering Management Society.
- Hall, D. T. (1986). Dilemmas in linking succession planning to individual executive learning. *Human Resource Management*, 25:2, 235-265.
- Hall, D. T. (1989). How top management and the organization itself can block effective executive succession. *Human Resource Management*, 28:1, 5-24.
- Hall, D. T. & Seibert, K. W. (1991). Strategic management development: Linking organizational strategy, succession planning, and managerial learning. In D. H. Montross & C. J. Shinkman, (Eds.) *Career development: Theory and practice* (pp. 255-275). Springfield, IL: Charles C. Thomas.
- Hansen, R. & Wexler, R. H. (1988). Effective succession planning. *Employment Relations Today*, 15:1, 19-24.
- Hinkle, D. E., Wiersma, W., & Jurs, S. G. (1998). *Applied statistics for the behavioral sciences*. Boston, MA: Houghton Mifflin Company.

- Huck, S. W. & Cormier, W. H. (1996). *Reading statistics and research*. New York, NY: Harper Collins Publishers Inc.
- Irby, B. J. & Brown, G. (1995). *Constructing a feminist-inclusive theory of leadership*. Annual Meeting of the American Educational Research Association.
- James, K. C. (2003, February 25). Human capital standard for success. *United States Office of Personnel Management*. Retrieved on February 25, 2003, from <http://apps.opm.gov/HumanCapital/tool/toolhtml.cfm#q1>.
- Kanter, R. M. (1977). *Men and women of the corporation*. New York, NY: BasicBooks.
- Kiger, P. J., (2002). Succession Planning. *Workforce Magazine*, 81: 4, 52-60.
- Knowdell, R. L. (1996). *Building a career development program: Nine steps for effective implementation*. Palo Alto, CA: Davies-Black Publishing
- Krejcie, R. V. & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Levine, D. M., Berenson, M. L. and Stephan, D. (1999). *Statistics for Managers: Using Microsoft Excel*. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Levit, R. A. & Gikakis, C. (1994). *Shared wisdom: Best practices in development and succession planning*. New York, NY: Princeton Academic Press.
- Lipman-Blumen, J. (1996). *The Connective edge: Leading in an interdependent world*. San Francisco, CA: Jossey-Bass.
- Lucier, C., Schuyt, R. & Spiegel E. (2003, Summer). CEO Succession 2002: Deliver or depart: *Strategy+Business*, 31, 32-45.
- Mahler, W. R. & Drotter, S. J. (1986). *The Succession planning handbook for the chief executive*. Midland Park, NJ: Mahler Publishing Co.

- Mahler, W. R. & Gaines, F. (1983). *Succession planning in leading companies*. Midland Park, NJ: Mahler Publishing Co.
- Mahler, W. R. & Wrightnour, W. F. (1973). *Executive Continuity: How to build and retain an effective management team*. Homewood, IL: Dow Jones-Irwin, Inc.
- McCauley, C. D., Moxley, R. S. & Van Velsor, E. (1998). *The center for creative leadership: Handbook of leadership development*, San Francisco, CA: Jossey-Bass Publishers.
- Michaels, E., Handfield-Jones, H. & Axelrod, B. (2001). *The war for talent*. Boston, MA: Harvard Business School Press.
- National Academy of Public Administration (1992, December). *Paths to leadership: executive succession planning in the federal government*. Washington, DC: NAPA, 1-125.
- Publication Manual of the American Psychological Association, 4th ed. (1994). Washington, DC: American Psychological Association, 1-368.
- Rea L. M. & Parker R. A. (1997). *Designing and conducting survey research: A comprehensive guide*. San Francisco, CA: Jossey-Bass Publishers.
- Rhodes, D. W. (1988, November/December). Succession planning—overweight and under performing. *The Journal of Business Strategy*, 9:6, 62-64.
- Rothwell, W. J. (1994). *Effective succession planning, ensuring leadership continuity and building talent from within*. New York, NY: American Management Association.
- Rothwell, W. J. (2001). *Effective succession planning, ensuring leadership continuity and building talent from within*. New York, NY: American Management Association.

- Rothwell, W. J. & Kazanas, H. C. (1999). *Building in-house leadership and management development programs*. Westport, CT: Quorum Books.
- Rothwell, W. J. & Kazanas, H. C. (1994). *Improving on-the-job training: How to establish and operate a comprehensive OJT program*. San Francisco, CA: Jossey-Bass Publishers.
- Sahl, R. (1992). Succession planning drives plant turnaround. *Personnel Journal*, 71:9, 67-70.
- Salant, P. & Dillman D. A. (1994). *How to conduct your own survey*. San Francisco, CA: John Wiley and Son, Inc.
- Sherman, A., Bohlander, G. & Chruden, H. (1988). *Managing human resources*, Cincinnati, OH: South-Western Publishing Co.
- Simonsen, P. (1997). *Promoting a development culture in your organization: Using career development as a change agent*. Palo Alto, CA: Davies-Black Publishing.
- Taylor, F. W. (1911/1947). *Scientific Management*. New York, NY: Harper and Brothers.
- U.S. Department of the Navy, Office of Personnel Management (2001, May). *CSRS handbook for personnel and payroll offices*. Civil Service Retirement System (CSRS Doc. No. RI-83-06). Retrieved on May 3, 2003, from http://apps.opm.gov/publications/pages/default_search.htm.
- Voinovich G. E. (2000). *The crisis in human capital: subcommittee on oversight of government management, restructuring, and the District of Columbia*. Committee on Government Affairs, S. Rep. No. 106.
- Walsh, M. R. (Ed.). (1997). *Women, men and gender: Ongoing debates*. New Haven, CT: Yale University Press.

Wolfe, R. L. (1996). *Systematic succession planning: Building leadership from within.*

Menlo Park, CA: Crisp Publications, Inc.

Appendix A

Letter of support from the United States Marine Corps Communications and Information
Systems Department



UNITED STATES MARINE CORPS
 COMMUNICATIONS AND INFORMATION SYSTEMS
 MARINE CORPS BASE
 BOX 555031
 CAMP PENDLETON, CALIFORNIA 92085-5031

MESSAGE REFERENCE NO.
 1000
 CIS/GNC
 17 Dec 04

From: Mr. Garland N. Copeland, Assistant Chief of Staff for Communication and Information Systems, Marine Corps Base, Camp Pendleton, California 92055

To: University of San Diego School of Education San Diego, CA 92110

Subj: Statement on Behalf of Mr. Douglas E. Fenner

Mr. Fenner,

Re: doctoral research- career development culture and succession planning

Douglas as a civilian employee well versed on military structure and organization, you know first hand the importance of having a succession plan that addresses and support planned and unplanned attrition of personnel in place.

In today's military with the high turnover of personnel and the much-needed conversion of military to civilian billets/job assignment, has placed a large strain on our most precious resource... people. The present requirement to maintain a high level of operational proficiency has arguably reached an apex not witnessed in our country in several decades. To survive an organization, one must have an effective and viable succession plan established to address personnel managerial concerns. Your plan has provide us with just that...a comprehensive, easy to follow and implement plan.

Your guidance coupled with an in-depth survey pertaining to the subject, has greatly enhanced my department's ability to successfully provide vital support to Marine Corps Base, Camp Pendleton and support to the war fighter. Since taking your survey and implementing certain aspects of the survey in my succession plan, our department has strengthen our replacement posture by at least fifty percent. In essence, we have reorganized our department and restructured job assignments in an effort to better support the replacement of personnel, especially those holding key positions. This was all made possible as a result of your sharing of information and guidance on the subject of succession planning.

On behalf of the entire Communication and Information System Department, I would like to extend my appreciation for your guidance and dedication towards this endeavor. It has without a doubt improved our overall structure and productivity. I wish you continued success in your studies and research.

Sincerely,

Garland N. Copeland

Appendix B

Letter to SPDS Survey Participants

May 30, 2004

Dear Participant,

Enclosed with this letter is a survey instrument. The survey is part of a research study that I have undertaken as a graduate student at the University of San Diego, San Diego, California. The purpose of this survey is to gain data on your perception as it pertains to your organization's perspective of career development culture and succession planning.

I have spoken with other federal middle managers and supervisors about organizational career development culture and succession planning and would like to capture your perception of these topics.

The enclosed statements have been approved by Professor Joanna Hunsaker, Ph.D., Chairperson and have been piloted by other researchers. It should only take about 20 minutes of your time. It is important that you think about the topics before responding to the survey statements. Additionally, a single response should only be used for each statement.

Your participation is strictly voluntary. Your survey responses will be kept confidential and anonymous. Please do not write your name anywhere on the survey instrument. When you have completed the survey, return it to me via e-mail. Results of this data may be shared with the Department of the Navy, Office of Personnel Management (DON, OPM). Results from the survey may be used to provide awareness to federal agencies' current and future career development and succession planning needs. These results will be available sometime in late 2004. If you would like a copy of the results, I can be contacted at the phone numbers or e-mail addresses below.

A number has been assigned to your survey form. This number will be used only to determine who has responded to the survey and who may require reminder letters. It will not be used to link your responses with your name.

If you have questions about the study, please contact Douglas E. Fenner at (760) 644-3924 (cell), Defense Switching Network (DSN): 361-4668 or commercial (760) 763-4668 (wk), or (858) 613-0475 (hm), fennerde@pendleton.usmc.mil, or dfenner@san.rr.com. Your assistance is greatly appreciated.

Sincerely,

/s/ Douglas E. Fenner

Douglas E. Fenner
15178 Dove Creek Road
San Diego, CA. 92127

enc: SPDS Survey

Appendix C

Consent to Act as a Research Subject

CONSENT TO ACT AS A RESEARCH SUBJECT

You are being asked by Douglas E. Fenner, a doctoral student in the School of Education at the University of San Diego, to participate in a research study related to organizational career development culture and succession planning. The following is an agreement for the protection of your rights in this research that is being conducted.

1. The purpose of this survey is to examine perceptions of managers and supervisors concerning organizational career development culture and succession planning. You have been selected because you are either a middle manager or supervisor within the Federal Government. Information gathered may lead to a conceptual understanding of organizational career development culture and succession planning.
2. Data will be gathered electronically through the use of a pre-approved Department of the Navy, Office of Personnel Management secure Internet Web site or by postal delivery in the very few cases where Internet access is unavailable. Once the data is compiled, it will be kept in a locked safe and will be destroyed (deleted) after the dissertation is granted final approval.
3. All individual responses to survey questions will be anonymous. Confidentiality will be assured by using pseudonyms for names of federal agencies.
4. Your participation is entirely voluntary. Since the electronic surveys are anonymous, there is no way to identify individual's responses to the survey. However, since there is no way to identify your responses, it will be impossible for you to withdraw your survey responses once they have been submitted electronically.
5. You are in no way required to participate in this study; however, the small amount of time it takes to complete this survey may help to better understand the needs/demands of effective succession planning and employee training.
6. Little risk, discomfort, or expense is expected as a result of your participation in this study. A possible benefit from your participation may be clarification and enhancement of your own understanding of organizational career development culture and succession planning.
7. If you have any questions or comments about your participation in this study, you may contact the researcher, Douglas Fenner, at anytime at: dfenner@san_rr.com, (858) 613- 0475 (hm.) or Dr. Joanna Hunsaker at: hunsaker@sandiego.edu, (619) 260-4858 (wk).
8. If you agree to the terms of participation as stated above, please click on the "I Agree" button below or sign the consent form and fax it to (760) 763-5529. Additionally, you have the option to save the document to your computer hard drive and send it to the researcher via an attachment. By doing so, you are giving

your consent to the researcher to use your responses to the survey. Please print a copy of this consent form for your own records.

Signature of Participant

Date

Signature of Researcher

Date

I Agree

Location (e.g. San Diego, CA)

Witness

Appendix D

Succession Planning and Development Survey Instrument (SPDS)

Succession Planning and Development Survey Instrument (SPDS)

The purpose of this survey is to examine managers and supervisors' perceptions concerning organizational career development culture and succession planning. You have been selected because you are either a manager or supervisor within the Federal Government. The intent is that information will be gathered which may lead to a conceptual understanding of organizational career development culture and succession planning. Your responses should be based on your personal experiences at this organization, at the present time. To protect your privacy, please do not put your name on this survey. Your responses will be grouped for statistical analysis so that areas where Federal Agencies need to make improvements can be identified.

*****THIS SURVEY IS COMPLETELY CONFIDENTIAL AND STRICTLY VOLUNTARY*****

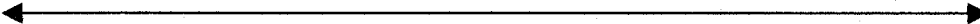
Most of the items in this survey will provide you with a statement as to how much you agree or disagree with things relating to:

- Organizational Development Culture
- Succession Planning

Please answer each of the items as truthfully as possible by circling or clicking on the appropriate response. Note: If you do not understand the question, please leave it blank.

General

Creating a more effective Federal Government depends on attracting, developing, and retaining quality employees from diverse backgrounds and ensuring that they perform at high levels. If the government is to achieve this goal, sound investment in federal employee training, education and career development will be essential. At the same time, the Federal Government must ensure that federal employee training activities are linked to an organization's current and future succession and business needs. Responding to the following statements will help determine if your organization is meeting its employee training and succession needs. Again, your answers are strictly confidential and voluntary.

Succession Planning and Developmental Survey Instrument	
PART I	Development Culture Survey/Succession Planning
Section 1:	Organizational Career Development Culture
	<p>The organization identifies leadership and career development competencies and establishes objectives and strategies to address them. Does your organization support a career development culture? Does your organization provide an environment to grow and improve employee performance? Respond to following statements for an assessment of organizational career development culture using this scale:</p> <p style="text-align: center;">  </p> <p style="text-align: center;"> 5 4 3 2 1 Strongly Agree Agree Neutral Disagree Strongly Disagree </p>
	<p>1. Our organization values managers who develop their employees. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>2. Our managers and supervisors are skilled and comfortable coaching employees. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>3. Employees rarely seek feedback about their performance from their managers and supervisors. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>4. We have systems (job postings, position descriptions, and so on) and open communication so employees can gain information about opportunities in the organization. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>5. Our managers and supervisors know how to help marginal employees. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>6. Employees here initiate new work procedures, activities and responsibilities. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>7. Employees' responsibility for performance and development are not clearly identified and stated in their performance appraisal form. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>8. Managers and supervisors work with employees to enrich their current jobs. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>9. Employees have written individual development plans that supports the organization's current and future business needs. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>10. Our organization does not provide access to career assessment and planning tools/materials for employees. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p>

	<p>11. Managers and supervisors do not use performance appraisals as developmental activity. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>12. New supervisors are trained in managing the performance of subordinates. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>13. Managers and supervisors prefer to grow people internally rather than to hire from outside. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>14. Our managers and supervisors refuse to help employees explore career goals other than promotions. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>15. Employees like to work here, as demonstrated by high morale. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>16. Our organization does not provide training activities such as on-the-job-training, shadowing assignments, job rotation assignments and collateral duties to aid employees in their career advancement. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>17. Managers and supervisors know how to reward and keep top performers motivated even when promotions are not possible. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>18. Our professional/technical employees can grow without moving to managerial positions. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>19. We do not have a pool of highly talented employees who are prepared to move into key positions in the organization. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>20. Our managers rarely give employees frequent, candid feedback on performance. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>21. Our organization utilizes learning technology and innovative learning strategies such as action learning training, career developmental workshops, simulations and experiential learning that involves solving real and important business problems. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p>
Section 2:	Succession Planning Components Used For Linking Training Activities
	<p>The organization uses succession-planning tools for linking employee training, education and career development activities to organizational business and succession needs. What is your perception concerning the tools needed for linking employee training activities to succession plan? Respond to following statements for an assessment of your perception as it relates to components used for linking employee training activities to organizational succession planning using this scale:</p> <p style="text-align: center;"> </p> <p style="text-align: center;"> 5 4 3 2 1 Strongly Agree Agree Neutral Disagree Strongly Disagree </p>

1. Our organization uses mentoring and coaching techniques for ensuring employee training, education and career development activities are linked to the organization's succession plans.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
2. Human Resources managers' performance appraisal should include an accountability statement indicating accountable for ensuring employee-training activities are linked to the organization's succession plans.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
3. Employees should not use their individual development plan for linking training, education and career development to the organization's succession plan.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
4. Middle managers' performance appraisal should include an accountability statement for ensuring employee-training activities are linked to the organization's succession plans.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
5. The number of employee training activities that are not directly linked to the organization's business needs should have influence on the amount of senior management bonus percentage.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
6. Action learning can be a tool used for ensuring that employee-training activities are linked to organizational succession planning.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
7. On-the-job-training is rarely used as a tool for linking employee-training activities to organizational succession planning.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
8. Job shadowing is rarely used as a tool for ensuring that employee-training activities are linked to organizational succession planning.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
9. Job rotational assignments can be a tool used for ensuring that employee-training activities are linked to organizational succession planning.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
10. Accountability statements should not be included in managers and supervisors' performance appraisal indicating that they are responsible for ensuring employee-training activities are being linked to the organization's succession and business needs.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
11. Linking employee training to the organization's succession plans will be better supported if management and subordinate employees receive monetary awards in return.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
12. Employees, supervisors and managers receive non-monetary incentive awards for ensuring training, education and career development are linked to the organization's business needs.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
13. The organization has developed a training database that captures and tracks all training activities that will be needed to support the organization's current and future business and succession needs.
 Strongly Agree Agree Neutral Disagree Strongly Disagree

	<p>14. Ensuring employee training activities are linked to organizational succession planning can be a reason for not receiving an increase in the Department's training budget. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>15. In this organization, senior management uses job demotion as a reason for ensuring employee-training activities are linked to organizational succession planning. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>16. Job promotions are awarded to managers and supervisors for ensuring employee-training activities are linked to organization's succession plans. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>17. Incentive awards are given to non-supervisory employees of this organization for ensuring that their training activities are being linked to the organization's business and succession needs. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>18. My organization awards Quality Step Increases (QSI) to managers and supervisors for ensuring that their employees' training, education and career development are linked to the organization's business needs. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p>
<p>Section 3:</p>	<p>Reasons for Succession Planning</p>
	<p>The organization has an explicit succession planning strategy that is linked to the organization's business strategy and current and future human capital needs. What is your perception concerning reasons for systematic succession plan? Response to the statements below will help measure your perception concerning organizational succession planning. Respond to following statements for an assessment of organizational succession planning using this scale:</p> <p style="text-align: center;"> </p>
	<p>1. Our organization uses succession planning as a means of targeting necessary training, education and career development. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>2. Our organization rarely uses succession planning as a tool for developing workforce competencies. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>3. Our organization uses succession planning as a tool to increase job opportunities for its employees. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>4. Our organization uses succession planning to ensure job promotions, instead of using the merit promotion system. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>5. Our organization does not use succession planning as a key element when developing and implementing its strategic business plan. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p>

6. Our organization utilizes succession planning as a tool for coping with the effect of organizational downsizing.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
7. Our organization refuses to utilize succession planning as a tool to help resolve workforce diversity issues.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
8. Our organization utilizes its succession plans as a tool to enhance employee morale.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
9. Our organization rarely uses succession planning to cope with the effects of early retirement and voluntary separation programs.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
10. Our organization utilizes succession planning as a tool to improve employees' ability to respond to changing workload demands.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
11. Our organization utilizes succession planning as a tool to help deal with human capital shortfalls.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
12. Our organization does not utilize succession planning as a tool to help develop employee career-pathing programs.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
13. Our organization uses succession planning as a tool for ensuring that employee training and career development programs are linked to the organization's business strategy needs.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
14. Our organization utilizes succession planning as a tool to help determine which employees can be terminated without damage to the organization's day-to-day operations.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
15. Our organization utilizes succession planning to help ensure that employee training activities that are identified in the employee's IDP supports the organization's business needs.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
16. Even though my organization does not have a succession plan, managers and supervisors provide their employees with the proper training to meet the organization's current and future workforce and business needs.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
17. Our organization rarely uses succession planning to help establish action learning training, career development workshops, simulations and experiential learning for solving real and important business problems.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
18. Our organization uses succession planning as a tool to help establish mentoring and coaching activities.
 Strongly Agree Agree Neutral Disagree Strongly Disagree

	<p>19. Our organization uses succession planning to help establish training activities such as on-the-job-training, job shadowing, job rotation and collateral duty assignments. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>20. My organization does not use succession planning to help establish tuition assistance programs to support employee career development. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>21. Our organization uses succession planning to communicate upward and laterally job moves. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>22. Our organization uses succession planning to create a more comprehensive human resources planning system. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>23. The organization seldom utilizes succession planning to help define the organization's short-term and long-term goals and objectives and to help determine workforce trends and predictions. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>24. The organization does not use performance appraisals as an accountability system for ensuring that employee training, education and career development activities are linked to organizational succession plan. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>25. The organization uses an automatic database to ensure that employee training, education and career development activities are linked to organizational succession plan. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>26. In an effort to improve organizational workforce planning strategies, retired military personnel are not being hired to fill job vacancies. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>27. Instead of implementing succession plans, management chooses successors who have similar experience as themselves rather than identifying employees with different profile of skills and experiences needed to support the mission of the organization. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>28. There is no need for succession planning in my organization because management always follow-up on employee career development activities. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p>
Section 4:	<h3>Barriers Impacting Succession Planning</h3>
	<p>Middle-level managers and supervisors may encounter barriers that may impede on their ability to implement a succession-planning program. What barriers are you confronted with? Respond to following statements for an assessment of organizational barriers using this scale:</p> <p style="text-align: center;"> </p> <p style="text-align: center;"> 5 4 3 2 1 Strongly Agree Agree Neutral Disagree Strongly Disagree </p>

	<p>1. Due to the lack of sufficient time and resource, succession planning has not been implemented. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>2. Even though there is organizational politics, a succession plan has been implemented in my organization. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>3. Succession planning programs have not been implemented due to all level of management refuses to participate in the development of the program. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>4. Succession planning is not supported in this organization because management does not like change. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>5. Due to lack of commitment and consensus among senior executives, managers and employees, a succession- planning program has not been implemented. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>6. Even though there are no promotional opportunities, management continues to implement a succession-planning program. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>7. Due to the lack of support from senior executives, succession planning has not been implemented. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>8. A succession plan has been implemented to reduce the impact of organizational change, restructuring and merger. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>9. Succession planning is solely the responsibility of the Human Resources Officer and not senior or middle management. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>10. Due to senior executives' quick fix attitude for promoting employees, succession planning has not been implemented. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>11. Due to a large number of retired personnel who have experience in many areas of the organization, and are available for employment, senior executives refuse to implement a succession-planning program. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>12. Even though there are a large number of retired military personnel who are highly qualified to perform the work of the organization, our managers, supervisors and Human Resources officer continue to implement a succession-planning program. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p>
--	---

	<p>13. Succession planning has not been implemented in this organization due to senior management wanting to utilize the merit promotion system to develop and promote its employees. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>14. Succession planning has not been implemented because of the overburden of work bestowed on middle manager and supervisors. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p> <p>15. Succession planning has not been implemented because the organization has developed its own system for ensuring that employee training, education and career development are linked to the organization's business strategies. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree</p>																						
Part II	Demographics Survey Instrument																						
Section 1:	Gender																						
	<p>1. Please circle the appropriate answer.</p> <p>I am:</p> <p><input type="checkbox"/> Male <input type="checkbox"/> Female</p>																						
Section 2:	General Schedule Grade																						
	<p>2. What is your general schedule pay grade equivalent?</p> <p><input type="checkbox"/> GS-12 <input type="checkbox"/> GS-13 <input type="checkbox"/> GS-14 <input type="checkbox"/> GS-15 <input type="checkbox"/> Other</p>																						
Section 3:	Organization																						
	<p>1. Please mark an "X" next to the organization that best describes your employment.</p> <table border="0"> <tr> <td><input type="checkbox"/> Space and Warfare Organization</td> <td><input type="checkbox"/> Defense Logistics Organization</td> </tr> <tr> <td><input type="checkbox"/> Maritime Organization</td> <td><input type="checkbox"/> Defense Finance Organization</td> </tr> <tr> <td><input type="checkbox"/> Supply Systems Organization</td> <td><input type="checkbox"/> Public Work Organization</td> </tr> <tr> <td><input type="checkbox"/> Surface Warfare Organization</td> <td><input type="checkbox"/> Marine Corps Organization</td> </tr> <tr> <td><input type="checkbox"/> Naval Sea Systems Organization</td> <td><input type="checkbox"/> Air Systems Organization</td> </tr> <tr> <td><input type="checkbox"/> Research & Development Organization</td> <td><input type="checkbox"/> Aviation Organization</td> </tr> <tr> <td><input type="checkbox"/> Information Systems Organization</td> <td><input type="checkbox"/> Human Resources Organization</td> </tr> <tr> <td><input type="checkbox"/> Intelligence Organization</td> <td><input type="checkbox"/> Financial Organization</td> </tr> <tr> <td><input type="checkbox"/> Education and Training Organization</td> <td><input type="checkbox"/> Security Organization</td> </tr> <tr> <td><input type="checkbox"/> Facilities Engineering Organization</td> <td><input type="checkbox"/> Other _____</td> </tr> <tr> <td><input type="checkbox"/> Department of Justice Organization</td> <td></td> </tr> </table>	<input type="checkbox"/> Space and Warfare Organization	<input type="checkbox"/> Defense Logistics Organization	<input type="checkbox"/> Maritime Organization	<input type="checkbox"/> Defense Finance Organization	<input type="checkbox"/> Supply Systems Organization	<input type="checkbox"/> Public Work Organization	<input type="checkbox"/> Surface Warfare Organization	<input type="checkbox"/> Marine Corps Organization	<input type="checkbox"/> Naval Sea Systems Organization	<input type="checkbox"/> Air Systems Organization	<input type="checkbox"/> Research & Development Organization	<input type="checkbox"/> Aviation Organization	<input type="checkbox"/> Information Systems Organization	<input type="checkbox"/> Human Resources Organization	<input type="checkbox"/> Intelligence Organization	<input type="checkbox"/> Financial Organization	<input type="checkbox"/> Education and Training Organization	<input type="checkbox"/> Security Organization	<input type="checkbox"/> Facilities Engineering Organization	<input type="checkbox"/> Other _____	<input type="checkbox"/> Department of Justice Organization	
<input type="checkbox"/> Space and Warfare Organization	<input type="checkbox"/> Defense Logistics Organization																						
<input type="checkbox"/> Maritime Organization	<input type="checkbox"/> Defense Finance Organization																						
<input type="checkbox"/> Supply Systems Organization	<input type="checkbox"/> Public Work Organization																						
<input type="checkbox"/> Surface Warfare Organization	<input type="checkbox"/> Marine Corps Organization																						
<input type="checkbox"/> Naval Sea Systems Organization	<input type="checkbox"/> Air Systems Organization																						
<input type="checkbox"/> Research & Development Organization	<input type="checkbox"/> Aviation Organization																						
<input type="checkbox"/> Information Systems Organization	<input type="checkbox"/> Human Resources Organization																						
<input type="checkbox"/> Intelligence Organization	<input type="checkbox"/> Financial Organization																						
<input type="checkbox"/> Education and Training Organization	<input type="checkbox"/> Security Organization																						
<input type="checkbox"/> Facilities Engineering Organization	<input type="checkbox"/> Other _____																						
<input type="checkbox"/> Department of Justice Organization																							
THANK YOU FOR YOUR PARTICIPATION!!!																							